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ABSTRACT

Couselor credentialing is a way to symbolize professionalism and high standards to the public. Its purpose is to identify counselors who are at least minimally qualified to provide counseling services. This special digest collection on credentialing counselors covers many aspects of legislation, methods, and special concerns about credentialing. Chapters are: (1) Credentialing Professional Counselors for the 21st Century; (2) Counselor Licensure Laws: The Role of the American Counseling Association; (3) The CLEAR* Road Ahead (*Council on Licensure, Enforcement & Regulation); (4) Will Other State Boards Accept My Counseling Credential?: Reciprocity Revisited; (5) Proposed Competencies for Counseling Native Americans; (6) Assessment Practices in Counselor Credentialing; (7) Master Addiction Counselor Certification; (8) Protecting the Public: Credentialing's Primary Purpose; (9) Counselor Credentialing and the Delivery of Disaster Mental Health Services; (10) Who Credentials the Counselor's Credential?; (11) Counselor Credentialing Boards: A Call for Diversification; (12) Counselor Ethics Systems: The Need, Benefits, and Costs; (13) Teaching Experience for School Counselors Revisited: An Alternative Certification Mode, Part I; (14) Teaching Experience for School Counselors Revisited: An Alternative Certification Model, Part II; (15) Supervision Issues in Counselor Credentialing; (16) Demographics of the General and Specialty Practice of Professional Counseling; and (17) State Counseling Boards Directory. Contains an ERIC database search, relevant websites, and information about ERIC and the ERIC Counseling and Student Services Clearinghouse. (JBJ)

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# Credentialing Professional Counselors for the 21st Century

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John W. Bloom, Ph.D.
Guest Editor

With a Special Introduction by
Thomas Clawson, Ed.D.
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# Credentialing Professional Counselors for the 21st Century

John W. Bloom, Ph.D.
Guest Editor

With a Special Introduction
by
Thomas Clawson, Ed.D.,
Executive Director, NBCC

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## PREFACE

When I received my license to practice professional counseling in 1976, quite frankly, I could not have explained why I needed it or what it meant. But, I know it was important to have, and I knew that I felt just a little taller having it. In 1971, I had received a school counseling endorsment to my teaching license, and then, too, I knew that I had done something important.

Twenty years later, as we count down the years of the century, regulation of our profession has become an unquestioned part of life. Surely, credentialing of individuals has its drawbaacks and detractors. And, just as surely, credentialing becomes a greater part of every citizen's experience in North America. Professionals in every trade and profession are hearing about certification, licensure, or registration, and the public is beginning to rely on credentialing as a form of competency assurance.

This Special Digest Collection on Credentialing Counselors for the 21st Century reflects the thoughts of many leaders in the field of credentialing and public protection. ERIC/CASS's Director, Dr. Garry R. Walz, sensed that the time is right to collect the ideas of leaders and knew that Dr. John Bloom had been instrumental in collating the first comprehensive compilation of state regulatory statutes for counseling. He asked that Dr. Bloom assemble the thinking of people who have an intimate experience in the past and present state of credentialing. Those experts have written not only about the reasons for our present state of affairs, but suggest how the future course of events may play to enhance the professionalism of counselors, but to better protect our public.

When the leaders of the counseling profession of the 1970's envisioned our future, they were quite accurate. They embarked upon multiple avenues to define and ultimately "prove" that counseling is a profession. Credentialing has been a key ingredient in positioning professional counselors as important team members in the mental health and education fields. No mental health movement has acted more quickly in moving toward regulation in all the states, and educational counselors, who have moved toward equal status on school-based mental health teams, were the first of the profession to achieve recognition by all fifty state governments.

As we approach the 21st century, we can now change our viewpoint of lamenting the slowness of establishing professional recognition to a celebration of having arrived as respected professionals. It has been a pleasure to watch the recent gains of the profession and an honor to be a part of it as NBCC's Executive Director. Because the National Board for Certified Counselors (NBCC) is an important part of the movement toward professionalization of counseling, we have eagerly accepted ERIC/CASS's invitation to co-publish the Special Digest Collection.

Thomas W. Clawson, Ed.D., NCC, NCSC, LPC
Executive Director
National Board for Certified Counselors
Greensboro, North Carolina

## FORWARD

Collaborating with a major national organization on an issue of the highest professional criticality is the essence of ERIC/CASS. It is our modus operandi. We are delighted, therefore, to have been engaged with NBCC in the development of this unique Digest collection on *Credentialing Professional Counselors for the 21st Century*. The National Board for Certified Counselors has won universal acclaim for its vision in identifying the needs of counselors and its effectiveness in responding to them. Under the inspired leadership of Tom Clawson and a continuity of unusually effective Boards, NBCC has demonstrated the leadership in credentialing that other helping professions envy. It was, therefore, with an unusual degree of confidence that we entered into discussions with Dr. Clawson as to how we at ERIC/CASS could contribute to the national movement for building national competency assurance in counseling through credentialing. His positive response to the idea of our collaboration and the interest of John Bloom, a skillful writer and editor, in assuming the editorship of the project provided the needed assurance that the ensuing product would be both highly creditable and extremely useful.

As Dr. Clawson aptly remarks in his preface, "Credentialing has been a key ingredient in positioning professional counselors as important team members in the mental health and education fields." Becoming a "key ingredient" has neither been easy nor assured for the future. Credentialing will continue to be a key ingredient only for so long as it can convincingly demonstrate its utility and effectiveness. Most important of all is the need to be successful in winning the full fledged support of professional counselors and the public it is designed to protect.

It is probably correct to say that credentialing may well determine how broad and deep is both public and professional acceptance of counseling as a viable and reliable benefactor. This volume, therefore,assumes a special importance in providing the knowledge requisite to understanding the process of credentialing as well as assessing its effectiveness. As such, this volume is an essential resource for educators, supervisors and practicing counselors. The breadth of the coverage of critical topics, the expertise of the array of knowledgeable authors and the highly useful accompanying resources all speak to the importance and utility of this volume for all counselors. It is both an incisive overview useful for updating any counselor, irrespective of their present knowledge and for providing an authoritative reference for responding to questions when they occur.

To facilitate effective use of this volume, it has been divided into seven unnumbered sections. The first section, an introduction by Tom Clawson, provides a comprehensive overview of credentialing; section two contains 14 substantive digests that target essential elements of credentialing; section three provides important demographics and a state counseling board directory; section four is an extensive and intensive ERIC search of the journal and document literature on credentialing; section five provides information on how to access and use the NBCC and ERIC/CASS websites for assistance in keeping up to date on matters related to credentialing; section six is a succinct primer on how counselors can use ERIC and ERIC/CASS for their professional renewal and how they may contribute their ideas on critical counseling topics. The last section focuses on new publications and resources developed by ERIC/CASS which can be particularly useful to counselors.

We proudly join with NBCC in offering this unique publication. Your responses and suggestions are always welcome. We look forward to hearing from you.

Garry R. Walz, Ph.D., NCC
Director

# The School Counselor and Credentialing

*Thomas Clawson*

During the decade of the 80s, most of the focus of counselor credentialing centered on the movement toward licensure of counselors, state by state. In fact, the term "counselor licensure" has come to be often substituted for any state legislation that regulates the private practice of counselors. It should be acknowledged that as a profession, school counselors have played an important, vital, and often decisive role in the chronology of state counselor regulation. The professional school counseling movement has given tremendous support to the "approximately credentialed" practicing counselor down through the years.

The first credentialed counselors were school counselors, then regulated as guidance counselors or guidance teachers by individual state departments of education. Since school counselors functioned in a milieu of teachers and other educators, they were required to have teaching certificates in a cognitive subject area, as well as an additional endorsement in "school counseling." In the early 1970s, some states began to remove the requirement of teaching experience and teaching certificates for counselors; thus began formal recognition by the field of education that school counselors, like school nurses and school psychologists, for example, need not also be experienced or credentialed as teachers. Many states, however, continue to require teacher certification prior to one being permitted to seek certification as a school counselor.

The professional school counselors have been instrumental in helping the private practice and clinical counselors gain statutory recognition. Each of the original committees in states seeking counselor licensure legislation, for example, has included school counselors. In some cases, school counselors have chaired and made up the majority of such committees. School counselors have always represented a significant percentage of the current 75,000 licensed, private practice counselors. Their motivation for appropriately credentialed counselors has been, and remains exemplary.

Motivation for school counselors to help seek state regulation for private practitioners falls into four categories:

First, school counselors rarely practice privately, but often have opportunities to do so. They see private license as a means of second income, retirement income or as a possible career move.

Second, school counselors accept and understand credentialing as they have a history of familiarity with such state regulation. In addition, referral of "troubled" students to private practitioners is a routine activity of school counselors.

Since credentialing is relatively new to most in professional counseling (i.e., mental health counselors, career counselors), the purpose of licenses and certifications is a foreign concept. Graduates of most counselor education programs have little practical knowledge about the next step in their professional careers. School counselors, on the other hand, have familiarity with state department of education regulations because of likely past teaching experience and the fact of knowing they must become state certified to practice in a school.

The American School Counselor Association (ASCA) actively promotes professionalization through credentialing. Leadership speeches, journal and newsletter articles, and workshops continue to promote professionalism. ASCA presidents from the late 80s through today have vigorously espoused the role of the school counselor as a professional member of our educational and mental health teams, as well as the need for individual credentialing. Professionalism is a theme of the current ASCA movement; credentialing is one of the essential avenues to reach its goals (O'Rourke, 1992).

Third, school counselors are active in professionalization movements and understand that private practice credentialing elevates professional counselors with more public recognition. Any enhancement of the whole profession also enhances the specialty practices of the profession, especially school counselors.

In addition to the three points made above, school counselors have a long history of political and social activism in support of credentialing. The fact is, many of the school counselor supporters of

private practice simply do so because it is the best thing for the profession and their individual colleagues. And, as noted, they often make referrals to these professionals who they have supported.

A real "maze" exists today in the credentialing realm and some brief definitions might be helpful.

Definition of Terms

**License:** Permission granted by a state government allowing practice of a trade by an individual meeting professional criteria. While most states designate teaching and school counseling as a *certificate or endorsement*, that credential is probably a *license* in the strictest of terms.

**Certification:** Usually a voluntary credential granted by a government *or* private agency to denote professional status. Again, the use of the term "certification" in education is confusing. National certifications (discussed later) are voluntary, while state educational certificates are mandatory to hold school counselor positions.

**Registration:** Of the three types of credentials for individuals, registry is the least restrictive. Registry can range from formal submission of a portfolio including training, experience, and examination to simple listing of names, addresses and areas of expertise.

**Endorsement:** Many state boards of education require a school counselor to hold a teaching license (or certificate) and then go on to endorse specific areas of competence. Endorsements vary from state to state. Some endorse a teaching certificate for K-12 or K-6/6-12 or as a Guidance Counselor, School Counselor, or Pupil Personnel Specialist. Training required for endorsements varies widely across states.

**Accreditation:** Official agency approval of an academic institution's degree program. In counseling, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) has approved 78 (CACREP, 1992) programs which meet high standards of quality, length, and so forth.

School Counseling programs existing in colleges of education can receive CACREP recognition and often are the most comprehensive Master's degree programs within counselor preparation programs. They definitely have the longest history of any other counseling degree programs within the profession.

**Importance of State Credentialing**

Professional in any field sometimes use credentialing as a means of personal enhancement and prestige instead of recognizing that obtaining a credential is primarily designed for the protection of the public, their consumers. Legislation and regulation dealing with professional school counselors if meant to assure parents, teachers, and students (their publics) that counselors dealing with children meet minimum requirements of education, experience, character, and adhere to a code of ethics. Counselors often are frustrated with state regulatory agencies because of their inability to deal with individual differences in the training of counselors. The state board of education, in turn, responds that their mission is not to protect the practice of counseling, but conversely, to protect clients from malpractice. As minimum standards have increased for school counselors over the years, so has the quality of practice in the field. The public is protected by the regulation of school counselors, especially since minimum standards for practice have risen steadily over the past three decades.

Professional school counselors are also protected by state credential regulations and in various other ways. Their title is clear to the public which allows school counselors the opportunity to practice their trade. School systems which hire unqualified school counselors risk the loss of accreditation and open themselves to public scrutiny by counselors, as well as to legal action against such hiring practice. The practice of hiring unqualified counselors is, unfortunately, common (O'Rourke, 1991).

Professional protection also is useful when salary negotiations in school systems ignore special services. Role definition is more easily argued when a strong tradition of credentialing is evident; hence, the school counselor can make a strong case for salary equity in the teaching profession. Their being appropriately credentialed adds greatly to their professionalism.

Closely aligned with title protection, as well as public protection, is the often overlooked security that ethical standards provides professional school counselors. While ethical standards delineate the code of conduct for practice, they also give school counselors a method of defending themselves from baseless or false charges. In the majority of ethics charges brought against National Certified Counselors (NCC) over a ten year period (1982-1992), NCCs were able to have public validation of their proper practice. In short, the ethical codes that protect the public can also protect the school counselor's reputation.

Most state school counselor credentials require

continuing education. The field of education has long held that current training is necessary to keep up with developments in the field. School counselors have a wealth of options to continue their learning. Most school districts provide in-service training and/or support to attend workshops and seminars. An additional advantage to school counselors is the fact that, with an estimated 70,000 school counselors in the United States (*Occupational Outlook Handbook*, 1990), state credentialing mandates hundreds of thousands of hours of training each year. Professional school counselors are the primary source of training delivery, so the profession has created another source of employment, that of peer training.

**Importance of National Credentialing**

School counseling as a specialty of the counseling profession is still emerging. While our roots go back to the beginning of the century, the years since 1958 have been the most dynamic in fashioning the field; thus, school counseling is still young enough to be considered in the "first generation" of the counseling profession. The development of research, systems and literature has enabled us to define school counseling and proffer supportive, public statements. National standards are created and refined to ensure that individual states do not redefine present practice. National certification remains an important ingredient, not only in maintaining the status quo, but in continually upgrading minimum requirements. A "first generation" of any profession cannot continue without such guidance. National standards, not state edicts, are the heart of school counseling's continuance as a viable professional specialty. There was a time when administrators solely defined the role of counselors. That relic remains, but for the most part, counselors define their new roles—not as clerical help for administration—but as developmental experts serving as the primary coordinators of a professional team.

School counselors now have available a national certificate; the *National Certified School Counselor* (NCSC). Those holding this important credential have signified their willingness to voluntarily challenge themselves with an examination and continuing education requirements. It adds greatly to individual self esteem and to the personal feeling of professionalism. The NCSC credential is an advanced specialty of the National Certified Counselor (NCC) general practice credential created by the National Board for Certified Counselors (NBCC). It is a result of the joint efforts of NBCC, the American Counseling Association and the American School Counselor Association. The NCSC specialty credential attests to the educational background, knowledge, skills and competencies of the specialist in school counseling.

The purposes of national certification are to:

- **Promote** school counselors' professional identity, visibility, and accountability on a national level.
- **Identify** to the counseling profession and the public those counselors who have met national professional school counseling standards.
- **Advance** cooperation between school systems, professional organizations, and other credentialing and professional development agencies.
- **Encourage** professional growth and development of school counselors (NBCC, 1992).

National Certified School Counselors must first meet the general practice requirements for the NCC certification: a minimum of a Master's degree in counseling or a closely related field, two years post-Master's professional counseling experience, skills assessment by a supervisor and colleague and pass the National Counselor Examination (NCE). The NCE is also the industry standard examination in counselor licensure.

Requirements for the NCSC specialty include additional experience (specific to school counseling), specialized coursework and competency assessments. Certified School Counselors must meet the following areas of competence:

1. Assessing student needs;
2. Individual counseling;
3. Group counseling;
4. Consultation with staff, students and parents;
5. Coordination of programs; e.g., testing, career development, substance abuse;
6. Career counseling;
7. Educational counseling;
8. Pre-college counseling;
9. Identifying and making appropriate referrals;
10. Administering and interpreting achievement tests, interest surveys, aptitude tests, and personality inventories;
11. Cultural diversity in counseling;
12. Ethical decision making;

13. Building supportive climates for students and staff;
14. Removing or decreasing race and gender bias in school policy and curriculum;
15. Explaining to staff, community, and parents the scope of practice and functions of a school counselor;
16. Planning and conducting in-service for staff;
17. Identifying resources and information relating to students;
18. Evaluating the effectiveness of counseling programs.

Besides setting minimum standards of training and experience for school counselors, NBCC requires continuing education and adherence to formal ethical standards. At the conclusion of each five-year certification period, all National Certified Counselors must have completed 100 clock hours of continuing education and National Certified School Counselors must have completed an additional 25 clock hours in the school counseling field.

The ethical standards set forth by NBCC and the American Counseling Association (ACA) contribute to client protection, as well as providing needed answers to complicated questions of ethical practice. As stated earlier, ethical standards are helpful to the client as well as the profession.

National certification is also a help in establishing *reciprocal agreements* between states. We have seen interstate reciprocity be possible in state licensing because so many state private practice laws are modeled after national certificates such as NBCC's. There are many state education department reciprocal agreements, but they vary from year to year as individual states continue to upgrade requirements. Some states have laws that forbid any reciprocity agreements. It is the hope of NBCC that the NCSC credential will serve as the first viable avenue of cross state certification. It is a part of NBCC's long range plan to propose to state boards of education that the NCSC be adopted in each state as an "alternative" method to gain state school counselor endorsement. Under such a proposal, each state's unique requirements would remain the same, but for those holding the NCSC, the state requirement would be considered to have been met. If all states could adopt such a plan, a de facto reciprocity would be created. Thus, as noted, the NCSC has added greatly to school counseling as a whole and hopefully, will be considered essential to currant and aspiring school counselors.

Hollis and Wantz (1990) list around 450 educational institutions offering Master's degrees in counseling. Certification, in conjunction with accreditation, establishes commonality for these 450 divergent programs. A national certificate creates a benchmark to be met by counselor education programs and students planning their programs of study. Since national boards solicit experts from academia to help formulate requirements, Master's degree programs are well served by noting their standards and later modifications.

The accreditation agency of counselor education programs is the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The group is made up primarily of counselor educators who set standards of training based upon extensive experience in the field. Even unaccredited programs tend to subscribe to the common core of training required of recognized schools. Accreditation of programs, like certification of individuals, is another way to ensure continuing and recognized standards. CACREP is the only accreditation agency that recognizes school counseling as an individual program of study.

Legislatures and state agencies depend upon professions to define themselves. A profession such as school counseling must monitor legislation from a national perspective and continue to "redefine" itself as a profession. Leaving decisions regarding professional definition up to multiple state legislatures will erode the fabric of the profession and could eventually mean that professional school counseling would be weakened, if not eliminated. National certification and accreditation supported by counselors, academic institutions, and professional counseling organizations like ACA, are two of the cornerstones of the legal definition of school counseling as a professional specialty of counseling.

### Other Credentialing Concerns Facing the School Counselor

There are a variety of concerns regarding the credentialing of school counselors. Test anxiety probably is a factor in many of the personal decisions made not to be nationally certified. In reality, national certification examinations are meant to assess minimum knowledge gained in Master's degree programs. Most counselors should pass such examinations with little reviewing of material. But, as in all professions, the examination itself is a major psychological obstacle. A help to many counselors has been packaged study guides.

Some school counselors see voluntary

certification as superfluous, as these individuals are required to meet state board of education requirements and hold the state certification. Voluntary certification is a matter of professional pride and belief in continuing the profession. The fact that counselors choose to present proof of professionalism through certification is a continuing strength for all of us.

As noted, there are around 70,000 school counselors in the United States. About 12,000 are members of the American School Counselor Association and many are members of their respective state school counselor associations. The members and leaders of these organizations are the driving force behind progress and change. Those who do not participate in their professional associations and do not choose to be nationally certified are slowing the progress of the professionalization of counseling. Apathy is a hindrance for any movement. It is my opinion that all 70,000 should be appropriately crendentialed! There is strength in numbers.

All too often, school counselors identify with the teaching profession first: contracts, resources, salary negotiations, school assignments—all the realm of education—constitute the daily routine for counselors. In reality, school counselors are a specialty of the profession of counseling. They are members of comprehensive educational teams which include teachers, administrators, school psychologists, school attorneys, school nurses, school social workers and a host of other team members. A look at the list above shows a variety of non-teaching professionals who make up the system of education. School counselors can retain their unique identity and continue to be an integral part of education without being teachers. As noted, the teaching requirement is still, in several states, a prerequisite for gaining state certification as a counselor. Thus, school counseling is one of the few, if not the only professional group in which someone aspiring to be a member of one profession must first be trained to work in another profession; one they plan not to pursue! This requirement impedes the movement of school counselors as "professionals". Teaching experience is one of many skill areas from which a school counselor can draw.

Presently, there is no vehicle in place permitting school counselors to regulate their job titles and functions. And, school systems employ personnel to counsel or either they contract with outside agencies (often with unqualified personnel) to counsel. So long as tight financial budgets remain in education, we will hear of these abuses. The American School Counselor Association clearly implores school systems to engage professional school counselors (O'Rourke, 1991). The following is their position statement:

> *The position of the American School Counselor Association (ASCA) is that a variety of credentialed student service professionals is needed in most schools in order to meet the multiple needs of all students. All schools need an outcome based, planned program of student services which is comprehensive and focuses on the developmental needs of all students. ASCA supports legislative initiatives that link public school students with community service agencies. We believe that federal and state legislation should promote quality programs that ensure supervision and accountability should be part of all school counseling programs, and that credentialed school counselors work in concert with non-school credentialed personnel.*
>
> *Rationale: Professional school counselors work on a daily basis with students who have an ever-increasing number and complexity of issues which include, but are not limited to, the following: AIDS, attention deficit disorder, homelessness, violent behavior, racial tensions, foster placement, sexual abuse, drug and alcohol abuse, suicide, college admission, course selection, job placement, self-esteem and teen pregnancy. Since students' needs are so diverse and abundant, it is important to support the School Counseling Programs by collaborative efforts of professional school counselors and other credentialed personnel.*
>
> *Additionally, ethical and professional responsibility dictates a need to maintain close communication and to ensure supervision and coordination of various groups who have an interest in providing assistance or who have categorical funding responsibilities, e.g., teen pregnancy, drug and alcohol counseling, crisis counseling.*
>
> *The needs of students in school can be met best through collaborative efforts of all responsible parties working within the school. Additionally, these collaborative efforts must be carefully coordinated and supervised to assure that students are receiving the most appropriate services to meet their needs. This supervision must be carried out by qualified, credentialed student service professionals (ASCA, 1992).*



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If you are a practicing school counselor, or aspiring to become one, and are aware of the above described abuses, become active in your professional organizations to "stop" them. One place to begin is to be appropriately credentialed yourself.


**Summary**

Credentialing for school counselors is now a permanent part of our lives. We now have alternatives from which to select: whether to work in public schools (and be state credentialed), whether to voluntarily become nationally certified for general practice and whether to become a National Certified School Counselor. In 1980, we had no such options, aside from state board of education mandates. Now, as counseling continues to strengthen as a profession, the profession itself has created ways to symbolize our professionalism and show our public that we care to meet higher and higher standards. It is suggested here that the best way to "show your publics" that you are indeed a professional is to seek the appropriate state and national credentialing. It is a major part of being a "professional" in the true sense of the word.


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1996 CG-96-1

# Credentialing Professional Counselors for the 21st Century

*John W. Bloom*

In spite of the absence of a master plan, counseling has emerged as a profession and there is much to celebrate (Myers, 1995; Sweeney, 1995).

- Professional membership in the American Counseling Association (ACA)has been defined and the master's is widely recognized as the required entry-level degree.
- Counseling has professional preparation standards and a respected organization, CACREP—the Council for the Accreditation of Counseling and Related Educational Programs, which accredits entry-level and doctoral programs in professional counseling.
- A national counselor certification process, established by the National Board for Certified Counselors (NBCC), credentials more than 22,000 individuals in the general and specialty practice of professional counseling.
- State credentialing of professional counselors is available in more than forty states, and these stateís boards have a representative body, the American Association for State Counseling Boards (AASCB).

This digest will focus on various issues facing national counselor certification boards, state counselor licensure boards, and those they have credentialed, as we approach the 21st century.

### Landmark Events in Credentialing

In two short decades impressive strides have been made in establishing state and national credentialing systems for professional counselors. Landmark events include the 1976 establishment of the first state board of professional counselor examiners in Virginia and the establishment of NBCC in 1984. Other significant events include the 1963 establishment of the Marriage, Family and Child Counselor (MFCC) licensure process by the American Association for Marriage and Family Therapists (AAMFT) in California (Eubanks, 1995), the founding of the Commission on Rehabilitation Counselor Certification in 1973 and the start of the Academy for Certified Clinical Mental Health Counselors in 1978 (Forrest & Stone, 1991).

### The 21st Century

If credentialing systems for professional counselors are to remain viable in the 21st century, professional counselors, state licensure boards and national certification bodies must not rest on their laurels, butmust continue to be aggressive in their attempts to address issues and concerns such as the following:

- The need to develop uniform definitions of the general practice and specialty practice of professional counseling which are then used in a consistent manner by counseling's professional organizations, counseling's certification body and counseling's accrediting body;
- The need to implement state mandated counselor credentialing processes in nine remaining states (AK, CT, HI, IN, KY, MN, NV, NY, PA);
- The need to revise existing state licensure laws to facilitate both reciprocity and endorsement;
- The need to make school counselor credentialing systems as rigorous as credentialing processes for professional counselors in the private and agency sectors;
- The need to accommodate emerging counseling specialties (i.e., sports counseling, multicultural counseling, counseling supervision, and counseling specialties in music or dance therapy) in a systematic manner that is defensible both professionally and economically;
- The need to exhibit futuristic thinking with regard to the credentialing efforts of sub-masters level helping professionals who may be having their livelihood threatened by the passage of masters level counselor credentialing laws, just as psychologists had their livelihoods endangered by the passage of counselor credentialing laws;
- The need to base future credentialing requirements on solid professional empirical research rather than on momentary whims and financial emergencies;
- The need to search for ways to make the profession inclusive for clients as well as for professionals. This means being open to the possibility that current credentialing systems may be unintentionally excluding certain classes of professionals;
- The need to subject the National Board for Certified Counselors, its specialty academies, and state boards to rigorous internal and external audits and reviews;
- The need to keep credentialing costs consistent with changes in the earnings of professional counselors. When additional funds are needed to support credentialing processes, the certificant must not be considered the only possible source of new revenues;
- The need to make credentials constantly easier to obtain and maintain. This means using technology whenever possible to minimize costs and eliminate duplicative forms. Imagine the ease of completing but one application on the World Wide Web for the NCC, state licenses,specialties, and diplomate status, by requesting one set of recommendations via e-mail, forwarding electronic payment from a local financial institution, and obtaining official transcripts by clicking the appropriate bubble on your alma mater's Internet Home Page;
- The need to record and disseminate all provider and certificant continuing education records electronically in and from one national database;

- The need to demand competent supervision of emerging professionals and, if necessary, implement national and state credentialing processes for supervisors;
- The need to remember that protection of the public is more than an expectation of legislators. It is the ethical responsibility of every professional counselor as well as the responsibility of every counselor credentialing entity;
- The need to provide consumers and counseling professionals current directory and referral information on computer printout or disk;
- The need to provide consumers, counseling professionals, insurance providers, the media, and other credentialing bodies accurate information pertaining to expired counseling credentials, and the ethical violations and criminal activity of professional counselors.

### The Contents

Previous publications have addressed the evolution of counselor credentialing in the 1970s, 80s and 90s (Dingman, 1988; Bradley, 1991). This digest collection will examine current issues as well as take a glimpse into the future. Two professional organizations, critical to the credentialing of all professions, the National Association for Competency Assurance (NOCA) and the Council on Licensure, Enforcement and Regulation (CLEAR) are discussed by Kara Schmitt and Thomas Clawson respectively. Virginia Villareal Mann proposes an examination of diversity issues facing counselor credentialing bodies and Timothy Thomason suggests competencies which counselors may need to work effectively with Native Americans.

A new credentialing process for addictions counselors is presented by Gregory Robinson and Richard Page while Robert Dingman explores credentialing issues faced by disaster mental health counselors. Protecting the public and the high cost of doing so are discussed by former and present public NBCC board representatives, Eugene Lehrmann and Robert Shreve, and by NBCC attorney, Richard Goldman.

Susan Eubanks, NBCC's Director of Professional Relations, presentsstatistics regarding the general and specialty practice of professional counseling as well as current state credentialing board directory information. Two long-standing credentialing issues are examined here. Richard Percy looks at the teaching experience requirement for school counselors and Peter Emerson of AASCB revisits reciprocity among credentialing boards.

Larry Loesch, Nicholas Vacc and James Sampson discuss current assessment practices in credentialing and DiAnne Borders looks at various supervision issues facing credentialing boards. Finally, Harriet Glosoff explains the role of the American Counseling Association with regard to counselor licensure laws.

### Summary

**I have personally been involved in the credentialing movement for more than 15 years and marvel at how far counseling has progressed as a profession under the visionary and determined leadership of Tom Sweeney, Lloyd Stone, David Brooks, Jim Messina, Bob Dingman, Larry Gerstein, Joyce Breasure, Thomas Clawson, Jane Myers and many others. Hopefully their contributions and those of the present authors will keep the counseling profession focused for the 21st century.**

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# Counselor Licensure Laws: The Role of the American Counseling Association

*Harriet L. Glosoff*

Professional associations serve many functions that influence both their members and society at large. These include providing a vehicle for their members to: (a) share knowledge; (b) set educational, training and ethical standards; and (c) provide advocacy for the advancement and credibility of the professions they represent (Everett, 1990; Hosie, 1992). Since legislators cannot be expected to know enough about all the professions that might warrant regulation, they turn to professional associations for guidance in establishing requirements and standards to incorporate into laws and regulations. It is therefore the responsibility of professional associations to advocate for the enactment of licensure laws that best reflect the standards and practices of their professionals so as to protect the public. Caplow (1966) noted that collective groups forming associations is a first step in occupations being considered professions. These associations then, along with other actions, seek to enact licensure laws which legally establish the occupation as a profession.

### State of Counselor Licensure

Although the licensing of professional counselors is a relatively new phenomenon, regulation of professions is not. As early as the 13th century, physicians were required to meet certain educational standards and be licensed to practice medicine (Hosie, 1990). Early protagonists of licensing professionals constituted elitist guilds which were also responsible for training licensees. Consequently, they wanted to restrict licensure to those who belonged to their respective guilds. Some believe that professional associations are the modern equivalent of guilds and possess the same desire to restrict the trade of practitioners who do not belong to the "club" (Hosie, 1992).

The American Counseling Association (ACA) may in fact be accurately perceived as supporting licensure in order to promote the counseling profession and those individuals who meet its criteria for professional membership. Unlike the earlier guilds, however, ACA's efforts to promote the enactment of laws for the licensure of professional counselors are not driven by the desire to restrict trade. Rather, it is motivated by a desire to protect consumers of counseling services while simultaneously promoting the counseling profession and protecting the rights of counselors to render services. ACA has spent the past 20 years promoting the passage of state licensure laws for professional counselors.

To date, 41 states and the District of Columbia have enacted counselor credentialing laws. Twenty-three of these state laws (57%) regulate both the practice of counseling and the use of related titles ("practice acts") while 19 of the laws (43%) are "title acts" that provide title protection only. One of ACA's more recent efforts in the licensure "arena" has been to increase not only the number of counselor licensure laws enacted, but the number of *practice acts* passed. In the past five years, four states have enacted practice acts and seven states successfully had their existing title laws amended to also regulate the practice of professional counseling.

During this same time period, however, a negative trend related to the licensure of professional counselors has also been noted. Professional counselors and counselor credentialing laws have been presented with legal challenges regarding servicesprofessional counselors can and cannot provide. These challenges have prompted ACA to examine its model legislation for licensed professional counselors from the viewpoint of protecting not only the public, but those professional counselors who are practicing ethically within the scope of their expertise.

### ACA's Model Legislation for Licensed Professional Counselors

Model legislation was first developed by ACA during the 1970s as a means of providing guidelines for state leaders and to facilitate uniformity of counselor credentialing laws that include accepted standards. As the counseling profession has evolved over time, standards of training and practice have changed. Because of this, model licensure laws cannot be static—they must reflect these changes in standards. Similar to other associations, ACA has continuously revisited and revised the model licensure law over the past twenty years.

### Why Do Revisions Occur?

In addition to changes in standards, it is necessary to periodically review and revise the model law in light of experiences in states that have sought and/or achieved counselor licensure. For example, shortly after the endorsement of the 1989 Model Legislation, ACA started to receive calls from state leaders informing staff that licensed counselors and counselor licensure laws were being challenged by other groups such as psychologists and social workers.

These challenges were typically directed at the legal rights of licensed counselors to diagnose, assess or treat

persons who have mental disorders. Often the issue was whether licensed counselors were qualified to use standardized psychological instruments. Some counselors found themselves being challenged for using career related instruments because these were considered by their state's Board of Examiners of Psychology to be within the realm of psychological tests.

ACA considered it part of the Association's role to advocate for the legal rights of those professional counselors who have the education and training to ethically include testing in their repertoire of client work. This led to the close examination and revision of the model licensure law to better represent the full continuum of services provided by professional counselors in both the general practice of counseling and across specialty areas. Readers are referred to ACA Headquarters (1-800-347-6647) and to Glosoff, Benshoff, Hosie, and Maki (in press) for further information on the 1994 Model Legislation for Licensed Professional Counselors.

### Who Is Involved in Revisions?

Although one role of associations is to provide leadership in setting standards to be included in licensure laws, it must be remembered that ACA is comprised of a diverse group of professionals. It does not seem productive for a small group of association leaders to make major decisions without consulting with the various sub-groups represented by the whole. Likewise, associations cannot effectively operate only within the confines of their own structure. Other organizations are integrally involved in the credentialing of both counselor training programs and of individual counselors and have important perspectives to contribute to the licensure equation.

Because of this, ACA has sponsored a series of interorganizational meetings andpresented at ACA and non-ACA conferences and regional meetings in order to share information and hear different perspectives regarding licensure and other professional issues. For example, as part of developing revisions to the 1989 ACA Model Legislation for Licensed Professional Counselors, ACA sought input from representatives of all ACA divisions, branches and regions as well as from other professional associations and organizations associated with the credentialing of counselors and counselor training programs. Was there total consensus among these diverse groups? No, but after a two year revision process, there was strong support from the majority of groups on the majority of proposed amendments before the new model law was sent forward to ACA's Governing Council for endorsement at its April 1994 meeting.

### Recommendations

ACA needs to ensure that ongoing discussions regarding the standards to be included in licensure laws occur among leaders of its various subgroups and divisions. This means actively including those elected to represent members in the different branches, regions, and divisions. But this is not enough. ACA must keep a finger on the pulse of the practitioners who are governed by licensure laws--to understand what services they provide and how licensure laws allow and deny consumer access to professional counselors. It is the Association's responsibility to act as a coordinator in bringing together educators, counselors, consumers, supervisors, credentialing bodies, and policy makers to discuss what skills are needed to safely render services to a diverse clientele.

If the past holds true, there will be several voices calling for different requirements and standards. It is an association's role to sort through information and put forth model licensure laws that are characterized by a balance between public protection and the advancement of licensed counselors to an even playing field with other licensed practitioners. Simultaneously model licensure laws must not restrict the rights of qualified persons to practice counseling. Although this task does not present an easy balancing act to accomplish, it is one that ACA must continue to attempt.

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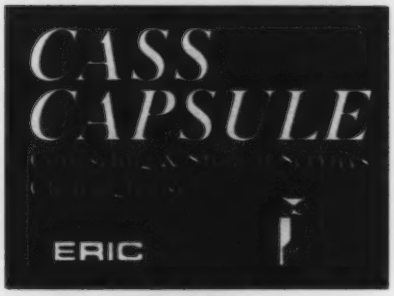


# The CLEAR* Road Ahead (*Council on Licensure, Enforcement and Regulation)

*Kara Schmitt*

**1996 CG-96-3**

You're on a curvy mountain road when you suddenly encounter dense fog. It's nearly impossible to see where you are going or even where the road is. You're on a two-lane road with a sharp drop off to your right. You begin to panic, but know if you do, you will be in worse trouble. You keep driving forward and hope that you make the correct decision as you travel down the road. It's scary, but you convince yourself that you can get through this troublesome situation.

Granted, working in regulatory field may never be as anxiety-producing as the above scenario, but it too presents situations in which you are uncertain what you should do. Should you accept this applicant's transcript? It has a seal, but something about it just doesn't look legal. What impact will a change in the cut score have? Should you put a licensee on probation or suspend the license? Does continuing education really provide any additional benefit to the public?

### What is CLEAR?

Questions, questions and more questions. At times, the regulatory road ahead seems as uncertain as that foggy mountainous road. Where can you turn to find answers to your questions? One source is your counseling colleagues. There is, however, another source that provides a greater diversity of experience and knowledge. This organization is The Council on Licensure, Enforcement and Regulation, more commonly known as CLEAR. CLEAR is an international association composed of state and provincial officials, board members and administrators who are involved in the entire range of regulatory activities -- administration, computer systems, investigations, enforcement, testing, legal, etc. CLEAR's mission is to improve the quality and understanding of professional and occupational regulation in order to enhance public protection.

CLEAR may not be able to answer all questions, nor may it be able to answer them exactly the way in which you wish them answered. But, CLEAR will provide opportunities to learn more about regulation and help you feel more confident as a "regulator." It has even prepared a monograph, *Questions a Legislator Should Ask* (1994), that includes questions that should be asked about occupational and professional regulation. Although designed for legislators, the information and specific questions can be of value to everyone who must ask and answer questions pertaining to regulatory activities.

### The National Conference

Each year, typically in September, CLEAR holds its national conference. The conference offers two important benefits. It provides an opportunity to: (1) learn more about each of the various regulatory components, and (2) develop a network of individuals across professions and the nation who may be able to assist you.

In terms of the first benefit, education, each annual conference typically includes 45 to 50 sessions. The 1995 educational sessions included current "hot" topics such as the impact of the Americans with Disabilities Act and the North American Free Trade Agreement on regulatory activities and the federal government's perspective on regulation. There are always sessions on how to improve your testing program; continuing education; dealing with fraudulent credentials; improvements in technology; or improving disciplinary procedures. In order to hear all of thesessions relevant to your board, several people should attend and split the sessions among themselves. Whether you're a novice or an experienced member of the regulatory community, the CLEAR conference addresses topics that will better assist in your work as a board member or staff.

### Networking

By attending the conferences you can establish a national network of regulatory cohorts who can assist you. How often have you thought: "If only I knew someone in another state," or "Someone else must have had to deal with this problem. I wonder if they found a solution?" Although it is helpful to know counselors in other states, it is equally as beneficial to know individuals in various professions and states. The opportunity to interact with people in practically all of the regulated professions is one of the greatest advantages of attending CLEAR. Suddenly, you're no longer alone on that foggy mountain road!

Two special training programs exist either in conjunction with the annual conference or as stand alones. Board member training, offered the day prior to the start of the conference, addresses topics of board/staff roles, ethics, examinations, discipline, public information, and legislation/rule making. Each topic presented is designed to help board members more effectively carry out their responsibilities. The second

training is designed for investigators, but could definitely prove valuable to others who either deal with investigators or must understand how investigations should be conducted. The four-day National Certified Investigator/ Inspector Training is offered prior to and during the annual conference. It is also offered four or more times throughout the year in various states.

### Publications

After attending the annual conference, contact with CLEAR is maintained through the various publications available either free of charge or at a reduced rate. For instance, since 1991, CLEAR has annually published at least four small documents entitled *Resource Briefs*. The *Resource Briefs* cover topics such as *"Regulation in the Public Interest: Myth or Reality?"* (1991), *"On the Road to Mandatory Continuing Education: The Alabama Story"* (1991), *"The Regulatory management of the Impaired Practitioner: A Discussion"* (1993), or *"Can Competence in Counseling and Psychotherapy Be Identified and Assured?"* (1994). Although not all of the topics may be of interest to you, undoubtedly one or two each year will provide a new approach to a perplexing situation.

CLEAR's Examination Resources and Advisory Committee recognizes that few people are knowledgeable in or comfortable with issues surrounding competency testing. Thus, the *CLEAR Exam Review (1990)*, written for the person who has to be familiar with testing technology and terminology but who is not a psychometrician, is published twice a year. Each issue addresses the testing arena, answers to frequently asked questions, and legal perspectives on testing issues; reviews testing articles, books, and software; and includes several special articles.

Undoubtedly there will be instances in which the questions you have are such that they cannot be readily answered by reading documents nor can they wait until the next annual conference. If you've established a network of contacts in other states and professions, you can call on them for assistance. If this doesn't help, you can call the CLEAR office and staff will try to provide assistance. Staff may either know the answer to your inquiry or suggest other CLEAR members who can help.

Another service available is the CLEAR Consulting Service (CCS). For a reasonable cost,the CCS provides practical advice on how a state board or agency might solve a specific problem, including better utilization of resources, examination reviews, reorganization, etc. CLEAR assembles a team of state government officials, experts in the area of interest, to review and evaluate the situation in order to provide cost-efficient and cost-effective solutions.

### Summary

As you drive through the regulatory fog, it's comforting to know that there is help available in the form of conferences, training, publications, and people who care about improving the world of regulation. All of this help is available from one sourc—CLEAR. CLEAR may not be able to relieve all of your anxieties, but it can certainly help achieve a CLEARer Road Ahead as you face the myriad challenges of regulation.

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# Will Other State Boards Accept *My* Counseling Credential?: Reciprocity Revisited

*Peter Emerson*

Reciprocity issues are a long-standing concern of regulatory entities. Indeed, the national association for state regulatory boards governing the counseling profession, the American Association of State Counseling Boards (AASCB), has traditionally viewed reciprocity as a pivotal issue. This is evidenced by AASCB's inclusion of the idea of reciprocity in the association's *Purposes of the Organization* (AASCB, 1991) statement as follows:

> To encourage and aid collaborative efforts among Member Boards in developing compatible standards and cooperative procedures for the legal regulation of counselors in the several jurisdictions toward the goal of simplifying and standardizing the credentialing process. (p. 9)

The goal of simplifying and standardizing the credentialing process is complicated, however, by the reality that legislation governing the counseling profession originates at the state level. Establishing regulations at the state level creates laws that specifically address unique state needs but also generates roadblocks to a national standardization of the credentialing process.

### State vs. National Issues

While it is true that nearly all of the state regulatory boards have united under the auspices of AASCB (AASCB, 1995), the union itself can be depicted as an "after the fact union" (Emerson, 1995, pp. 4-7). This description emanates from the unique situation encountered by each state regulatory board, namely that the laws are created in consideration of the specific needs of the state not for simplicity or standardization at a national level. Issues of national significance, such as reciprocity, are often not addressed until the initial grandparenting phase of licensing has concluded and the regulatory board initiates review of applicants from out of state (Arkansas, Georgia, Louisiana, and Texas Boards, personal communication, 1992). Indeed, this creates a complex situation where each state regulatory board must have a fluent knowledge of how its requirements compare to those of every other state. As might be expected, the result is a cumbersome, time consuming and often frustrating review process because current requirements from other states are often not readily accessible. The evaluation of out of state applicant qualifications is obviously not the simplified review process AASCB has striven diligently to achieve.

Additionally, regulatory board members usually are not appointed until after their state laws and regulations have been enacted. Therefore initial board appointees would not have had the benefit of attending AASCB conferences where the need for standardization of procedures, and particularly of reciprocity procedures, would have been discussed. Furthermore, attempting to change newly enacted laws or regulations is often impossible because legislatures and governors are often reluctant to tamper with new legislation before it has stood the test of time.

Thus AASCB must work proactively to share their knowledge and experience with those few remaining states that have yet to enact regulatory legislation in an effort to push for standardization of reciprocity guidelines. This process of creating legislation at the state level without awareness of the national efforts by AASCB to achieve standardization has initiated an impasse in regard to national reciprocity according to the reports of several boards (Emerson, 1995).

### Reciprocity and Endorsement

Perhaps the most significant development attributable to the reciprocity dilemma encountered by state counseling boards is the emergence of endorsement in lieu of reciprocity. While the two terms, reciprocity and endorsement have at times been mistakenly used interchangeably, they are two significantly different concepts.

### Reciprocity

True reciprocity does not currently exist between the various counseling regulatory boards. True reciprocity means an equivalency defined by statute and acceptance, without review, of an individual's credentials approved by another state counseling board when the individual relocates out of state. Applicants however, would still be reviewed for any disciplinary actions or sanctions imposed by other boards.

In addition to the barriers to achieving true reciprocity cited earlier, other concerns need to be carefully considered. The primary concern in establishing a uniform system of reciprocity is its inelasticity in a rapidly changing environment. States are reluctant to enact uniform reciprocity statutes when other state credentialing boards or national certifying boards may amend requirements forcing that board, in turn, to amend its own reciprocity laws or rules. The reluctance is based on experiences reported by several state counseling boards that each time the counseling law is examined by and open to the

legislative process, the law becomes extremely vulnerable to non counseling special interest groups (Emerson, 1995 ). Often such groups have issues, such as scope of practice, that are unrelated to the reciprocity clarification sought by counselors. These turf issues can create a fight for professional existence that state credentialing boards understandably seek to avoid. This author believes however, that if uniform reciprocity regulations were adopted in all states, continual involvement with the legislative process would be commonplace.

At the 1995 AASCB convention in Orlando, a majority of Member Boards that had had credentialing laws for five or more years reported having changed their original law at least once and several reported multiple amendments to their original law (personal communication, January 28, 1995). Considering the number of state boards reporting changes, any state credentialing board striving for uniform reciprocity could expect a minimum of a yearly trip to its legislature.

The Louisiana LPC Board of Examiners found itself in the situation outlined above. It attempted to repeal its section on reciprocity while trying to maintain the integrity of other aspects of its original legislation that were attacked by a non counseling special interest group (M. Cole, personal communications, 1995). Afteran expenditure of many hours of board member and professional organization member time the legislation passed. That time probably could have been utilized more productively elsewhere. The legal fees, lobbyist fees and travel expenses incurred were also costly and are the primary reason there is reluctance by state regulatory boards to pursue changes in reciprocity legislation.

### Endorsement

Instead of reciprocity most regulatory boards seem to be moving toward endorsement. The following definition of the endorsement process is contained in recent legislation adopted in Georgia:

> The board may issue a license without examination to any applicant licensed in a specialty under the laws of another jurisdiction having requirements that are substantially equal to the licensure requirements for the specialty in this state (Emerson, 1992, p. 2).

**State regulatory boards that have included endorsement in their original legislation or have amended statutes from reciprocity to endorsement report that such changes afford them much greater flexibility in the administration process. The transition to endorsement has also substantially simplified the credentialing process for out of state applicants by allowing the board the authority to render a determination as to what constitutes "substantially equal to" (p. 2). Various counseling credentialing boards have concurred that, in addition to the increased flexibility and simplification, eliminating the need to return to the state legislature on a regular basis posed a strong argument to support endorsement on a national basis.**

### Conclusion

Careful consideration of the barriers and inherent shortcomings pertaining to reciprocity outlined in this paper seem to clearly justify the movement of state credentialing boards toward endorsement instead of reciprocity. This is not movement away from the national goal endorsed by AASCB to simplify and standardize the numerous state counseling laws. Instead, as this paper has endeavored to indicate, endorsement will be a more functional and realistic approach for the attainment of a simplified and standardized national credentialing process.

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1996 CG-96-5

# Proposed Competencies for Counseling Native Americans

*Timothy C. Thomason*

The common criteria used for credentialing counselors, which include assessing educational background and knowledge of counseling, but not competency to counsel, are inadequate (Thomason, 1992). Thus, the interest in competency-based credentialing for counselors should be encouraged. However, before competencies can be assessed, they must be defined. Some general multicultural counseling competencies and standards have already been proposed (Sue, Arrendondo, & McDavis, 1992).

In addition to general competencies, there is also a need for competencies related to specific racial/ethnic groups. This digest is an attempt to suggest some of the competencies which counselors need to have if they are to be effective in their work with Native Americans. These competencies should be considered suggestions only, since no research has shown that they are essential. As with all proposed competencies, research should be done to establish whether they are truly necessary for effective cross-cultural counseling, or just desirable. The focus in this paper is on the competencies needed by non-Native American counselors who wish to work with Native American clients.

### General Knowledge About Native Americans

Counselors should have a basic understanding of Native Americans as a collection of indigenous cultures, and the ability to describe the following:

1. An overview of the history of Native American cultures in North America, including their relations with European-Americans since 1492;
2. An understanding of the typical traditional Native American world view, system of values, and attitudes toward health, illness, psychological distress, and healing;
3. An understanding of the common issues faced by contemporary Native Americans, including the pressure for assimilation to the dominant culture, the debate over how to define who is Native American, and the major differences between rural and urban Native Americans;
4. An understanding of the current Native American population in the United States, including the size of the population, the number and diversity of tribes, the names and locations of the largest reservations, and the diversity of tribal languages;
5. Knowledge of the most common psychological disorders in Native Americans, the nature and extent of the problem of alcoholism in Native Americans, and common tribal resources and systems for providing health, mental health, and social services.

### Specific Knowledge for Counseling Native Americans

Counselors should understand the following issues and be able to implement effective counseling with Native Americans, based on these understandings:

1. How the individual Native American's level of acculturation can be assessed, and the implications of the client's level of acculturation for both coun - linguistic behavior;
4. How to use conversational skills, food-sharing, etc. to overcome the historic mistrust between Native Americans and European-Americans to establish a facilitative relationship;
5. How traditional healing practices, common among many Native American cultures, can be utilized or adapted as a part of counseling;
6. How the client's extended family, friends, and possibly tribal healers can be used to help the client, and how to network various service agencies;
7. How to make the counseling process culturally appropriate (e.g., avoiding note-taking and intimate personal questions; providing immediate concrete, practical assistance; facilitating brainstorming, decision-making, and problem-solving, etc.);
8. How to conduct family counseling, group counseling, and network therapy with Native American clients, and how to facilitate the development of self-help groups;
9. How the special factors regarding alcoholism and substance abuse effect Native Americans, what recommended treatment methods are, and how to implement such methods or refer the client appropriately;
10. How to conduct educational, vocational, and psychological assessment of Native Americans in a culturally appropriate manner which takes account of the client's level of acculturation.

### Conclusion

More information relevant to the suggested competencies can be found in the literature (Thomason, 1994a, 1994b). Research should be conducted on the suggested competencies described above to assess whether they are

***essential*** **for effective cross-cultural counseling, or simply** ***desirable.*** **Similar lists of competencies could be described for other racial/ethnic groups. If found to be valid, the competencies described could be incorporated into counselor training programs, particularly in multicultural counseling courses. Future efforts to make the counselor credentialing process competency-based could incorporate these competencies into the competency assessment process.**

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# Assessment Practices in Counselor Credentialing

*Larry C. Loesch, Nicholas A. Vacc, and James P. Sampson, Jr.*

The purpose of credentialing in the counseling profession is to identify counselors who are at least minimally qualified to provide counseling services: They are unlikely to be injurious to clients. The credentialing of counselors typically is recognized through licensure and certification, with the candidates' academic and experiential qualifications always being evaluated in professional counselor credentialing processes. Standardized assessment is often used as another criterion to enhance the credentialing process and to establish another common qualifier, thus increasing objectivity. Typically used standardized assessments are cognitive or function-based examinations or work samples.

### Cognitive Examinations

Two hallmarks of a profession are a clearly defined body of knowledge that underlies what is done in the profession and a clearly delineated set of skills used by members of the profession. In the counseling profession there is much greater agreement about what constitutes the knowledge base than about what constitutes the skills base. Therefore, cognitive (i.e., knowledge-based content domain) examinations are frequently used in counselor credentialing processes. The principle rationale for their use is that knowledge competence is a prerequisite to skill competence because professional skills are derived from and based upon professional knowledge.

The content domains underlying the essentially cognitive examinations used in counselor credentialing processes evolve primarily from two sources. The first type of content domain is established through a process that includes contributions from the relatively disparate sectors of the profession and is promulgated by an organization well respected within the profession. A primary example is the eight core curriculum areas of the professional preparation program standards used by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). A significant advantage in using this type is the integration of professional preparation program accreditation and practitioner credentialing processes, which is particularly desirable when the credentialing process is national in scope.

The second type of content domain is that developed by "subject matter experts" (SMEs) for relatively specific purposes. For example, SMEs have developed content domains for credentialing examinations in the areas of career counseling and mental health counseling. Similarly, SMEs have developed content domains for state level school counselor certification examinations. Examinations of this nature are most appropriate when the counselor credentialing process has a relatively narrow focus (e.g., focuses on a specific type of counseling). An example of this type of examination is the National Board for Certified Counselor's (NBCC) National Career Counselor Examination (NBCC, 1991).

### Function-Based Examinations

Although the use of cognitive examinations in credentialing processes is common and has been found to be legally defensible, the use of function-based examinations is preferred because the relationship between examination content and actual job requirements is usually more apparent. A function-based examination is one in which the item contentof the examination is associated directly, explicitly, and empirically with relatively specific job/work behaviors or tasks known to be important for at least minimally effective performance of the professional role(s) to which the credential applies.

The professional behaviors reflected in a function-based examination are usually obtained from a job or task analysis (e.g., work behavior) study. The initial step involves polling practitioners about the major functions or tasks performed in the actual conduct of their work. Subsequently, practitioners are asked to evaluate each work behavior listed in regard to the relative: (a) frequency of use of the behavior; and (b) importance (i.e., criticality) of being able to perform the behavior effectively. Typically, factor analyses and other statistical procedures are then used to establish clusters of related work behaviors as well as ordered priorities among them. Finally, the results are used to establish a test framework for the credentialing examination.

The NBCC's National Counselor Examination (NCE) is the most significant example of a function-based counselor credentialing examination. The NCE is based upon a test framework derived from an NBCC work behavior study (NBCC, 1993) which yielded five major function areas for the general practice of counseling: Fundamental Counseling Practices, Counseling for Career Development, Counseling Groups, Counseling Families, and Professional Practices. Thus, each form of the NCE contains items related to counselor work behaviors in each of these five areas, proportioned according to the number of work behaviors in each area. In addition, the NCE items are cross-

referenced to the CACREP core curriculum areas (i.e., preparation standards for counselor training) to enhance its appropriateness as a counselor credentialing examination (NBCC, 1995b).

### Work Samples

Assessment examinations that are function-based typically involve evaluation procedures that are either simulation-based examinations or ratings of the effectiveness of actual professional practice. The NBCC's credentialing process for mental health counselors incorporates both of these types of assessments. The National Clinical Mental Health Counselor Examination (NCMHCE) is a simulation-based examination (NBCC, 1995a). Its development began with solicitations to counseling practitioners for descriptions of actual counseling cases. Other counseling practitioners then evaluated the cases as to their frequency of occurrence in practice, developed items for each case, categorized the items, and identified correct responses relative to each of the cases in four content domains: Diagnosis (of the client), Treatment (practices), Evaluation (of counseling), and Professional Practices. In each form of the NCMHCE, respondents are presented with 10 cases and 10 items associated with each case.

Another part of the NBCC's credentialing process for mental health counselors requires that applicants submit audiotapes, or excerpts from them, of counseling sessions they have conducted with actual clients. Uniform descriptions of the skills to be demonstrated have been developed. The tapes are evaluated independently by several raters, each of whom holds the credential sought. Both intra- and inter-rater agreement and reliability coefficients have been computed for the rating processes to substantiate their psychometric appropriateness.

### Performance Criteria

Determination of appropriate performance criteria (i.e., level of performancenecessary to pass) is a vital part of any assessment process used in counselor credentialing. Any of several well-established minimum criterion score (MCS) setting procedures can be appropriate for credentialing examinations (Livingston & Zieky, 1982). For example, the NBCC uses a modified Anghoff procedure to establish MCSs for its examinations because the procedure includes involvement of actual counseling practitioners (NBCC, 1995a, 1995b). A pre-determined level of rater agreement is usually used to establish minimally acceptable performance for work sample rating procedures. In either case, however, the criterion reflects *minimally acceptable performance* because counselor credentialing processes are intended to identify those who are at least minimally competent, rather than those who exhibit superior competence.

### Conclusion

Clawson (1995) identified the many complexities in the use of assessment procedures within the context of counselor credentialing processes. Although the difficulties are myriad, they are not insurmountable. Adherence to pertinent professional and psychometric standards in conjunction with effective use of substantive resources allows achievement of appropriate, manageable, and legally defensible assessments within counselor credentialing processes. Further, innovative assessment practices, such as using combinations of cognitive, function-based, or work sample approaches, both help to improve the assessment process and make it more personalized, meaningful, and reality-based for credentialing applicants. Effective and efficient assessment procedures are available for use in counselor credentialing processes, and their developments and implementations are achieving the goals for which they were intended.

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# Master Addiction Counselor Certification

*Gregory L. Robinson and Richard C. Page*

The field of addictions counseling is experiencing immense growth in response to the increasing number of people with addictive behavior disorders. The treatment of these addictions by adequately qualified counselors in settings such as mental health agencies, correctional facilities, schools, and private practices is a paramount concern.

Two certifying bodies, the National Association of Alcoholism and Drug Abuse Counselors (NAADAC) and the International Certification Reciprocity Consortium (ICRC), dominate the field of addictions counseling. Although these certifying bodies provide national credentialing for counselors, neither historically have required master's degrees in counseling or related fields. The Commission on Rehabilitation Counselor Certification (CRCC) started a substance abuse specialty certification in 1994 for rehabilitation counselors who held a master's degree and who were already Certified Rehabilitation Counselors (CRCs), (Page & Bailey, in press).

To establish certification standards for master's level counselors, the National Board for Certified Counselors (NBCC), and the International Association of Addictions and Offender Counselors (IAAOC) recently developed the Master Addictions Counselor (MAC) certification that became effective January 1995. Currently NAADAC, CRCC and NBCC are cooperating with a sharing of the MAC title and equivalent standards.

### Certification Requirements for NAADAC, ICRC, and CRCC

NAADAC is an affiliate drug and alcohol certifying body and believes that its standards should be adopted at the state and national level. NAADAC certifies approximately 18,000 counselors at two levels. Level 1 requires three years (6,000 hours) of supervised work experience and 270 hours of instruction and training. Level 2 requires five years (10,000 hours) of supervised work experience and 450 hours of instruction and training (NAADAC, 1992). NAADAC has separate examinations for each level of certification that cover the same four topics but in different proportions:

1). Psychopharmacology questions include: categories of drugs, psychological effects, physiological effects, drug interactions, withdrawal syndromes, and treatment applications;
2). Counseling practice questions include: client evaluation, patient care/ management, treatment planning, counseling, education, continuing care, and special issues/ populations;
3). Theoretical bases questions include: cognitive/ behavioral/ analytical theories, addictions, family, and human growth and development;
4). Professional issues questions include: professional behavioral law and regulation, and ethics (NAADAC, 1992).

NAADAC is currently establishing a Level 3 master's certification that will have standards similar to NBCC's MAC and will use the same name.

The ICRC is an organization of state certifying bodies that provides national standards and reciprocity of drug and alcohol certification across states (ICRC/ AODA, 1991). The ICRC certifies over 20,000 addictions counselors at three levels: Certified Addictions Counselor (CAC), Certified Drug Counselor (CDC), and Alcohol and Other Drug Abuse Counselor (AODA). The CAC requires two years (4000 hours) of supervised work experience, 180 hours of instruction, and 220 hours of training. The CDC requires three years (6000 hours) of supervised work experience, 180 hours of instruction and 220 hours of training. The AODA requires three years (6000 hours) of supervised work experience, 270 hours of instruction, and 300 hours of training (ICRC/ AODA, 1992). ICRC requires an examination of drug and alcohol competencies that includes the following areas:

1). Assessment questions include interviewing techniques, confidentiality, determining client eligibility, and explaining assessments to others;
2). Counseling questions cover establishing rapport, group therapy, family therapy, case review, drug and alcohol information, and others;
3). Case management questions include maintaining client recourse, community resources, laboratory testing, self-help resources, and others;
4). Professional responsibilities questions cover ethics, counter transferring, client diversity, supervising and consultation (ICRC/ AODA, 1991).

The CRCC maintains the Substance Abuse Counseling (SAC) certification for rehabilitation counselors who are CRCs. The SAC requires a master's degree and at least two graduate and two other courses that must include: foundations of substance abuse counseling, group counseling, clinical counseling, family assessment and counseling, diagnosis and assessment, treatment models, special populations, programs and services, coexisting disabilities, vocational rehabilitation services, prevention,

education and consultation, case management, ethics, and research (CRCC, 1994). Although the SAC does not require an exam, it does require one year of work experience in the field of addictions. CRCC will blend the SAC into the MAC certification.

### Certification Requirements of NBCC

NBCC believes that master's level counselors with additional training and experience in addictions are qualified for addictions counseling. In order to establish the needed certification standards for master's level counselors, NBCC and IAAOC recently developed the MAC addictions certification that was effective January 1995. In addition to requiring a recognized master's degree program in counseling, the MAC will require an examination in addictions counseling. This test is currently being developed and the proposed test content includes the following four areas:

1). Diagnosis questions include: definition of terms, classificationof drugs, pharmacology, theories of addictions, medical and psychological aspects, and dual diagnosis;
2). Treatment questions cover: drug prevention and education programs, treatment models and approaches, codependency, and family counseling with addicts;
3). Assessment questions include: client evaluations, the lifestyles and family dynamics of addicts, and testing issues;
4). Professional issues questions cover: ethics, history, laws and regulations, settings and special populations.

Until October, 1996 there was an alternative entry period of MAC certification that did not require an examination in addictions counseling. The applicant must be a National Certified Counselor (NCC) who has a minimum of: 1) one three semester hour or one five quarter hour knowledge based course, or 45 contact hours of training in addictions or addictions counseling; as well as 2) one three semester hour or one five quarter hour course on family or group counseling, or 45 contact hours in family or group counseling training. In addition, the applicant must have three years of work experience in addictions counseling or three years of teaching addictions courses (NBCC, 1995).

Following the development of the addictions specialty examination, the applicant must meet the regular entry requirements for certification. In addition to being an NCC and passing the addictions examination, the applicant must have 12 semester hours (18 quarter hours) or 500 contact hours of continuing education that includes two courses on addictions which cover: drug information, general drug terminology, theories of addiction, assessment, medical and psychological aspects, special treatment issues, and family and group counseling. The applicant must also have three years of work experience in addictions counseling or three years of teaching addictions courses at the graduate level (NBCC, 1995).

### Conclusion

There are three groups that certify master's level addictions counselors: NAADAC, CRCC, and NBCC. These certifying bodies cooperate to establish master's level addictions certification. This collaborative effort could provide master's level counselors from each of these organizations the opportunity to obtain the nationally recognized Master Addictions Counselor (MAC) certification.

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# Protecting the Public: Credentialing's Primary Purpose

*Eugene I. Lehrmann and Robert P. Shreve*

During World War II there was an incident involving General George S. Patton that illustrates a stereotypical attitude that prevents millions of older people from seeking help with their emotional problems. The incident was recreated in the movie, *Patton* by actor George C. Scott.

The General, who was referred to by those under his command as "old blood and guts," was visiting a hospital where wounded soldiers from the front lines were being treated. He asked the doctors about some patients who didn't appear to be wounded. When he was told they had suffered "nervous breakdowns" in combat, General Patton slapped one of the soldiers and ordered them all removed from the hospital because they were cowards.

If one grows up in a world where this kind of ignorance about mental disorders and prejudice toward people who are suffering from emotional distress is commonplace, it becomes a bit easier to understand why so many older people are reluctant to admit that they need counseling. Older people also fear that they and their families will be stigmatized if friends or neighbors discover they are seeing a counselor. Some simply feel counseling is ineffective and a waste of time and money.

### How Can Credentialing Help?

The credentialing of mental health counselors is doing much to break down these and other barriers that stand in the way of older people seeking assistance. For instance, when physicians and clergy know that uniform and objective standards are being used by state and national regulatory bodies to assure the competency of counselors, they feel confident about referring patients and parishioners. This assurance is also important to relatives and friends who take the difficult step of asking a loved one to consider seeking professional counseling.

Public education campaigns are also helping consumers to recognize the signs and symptoms of mental distress and to seek professional help. The American Association of Retired Persons (AARP) has been working closely with the National Mental Health Association (NMHA). AARP has chaired the NMHA's Task Force on Depression and Aging, and AARP was instrumental in the establishment of the Coalition on Mental Health and Aging, of which the American Counseling Association is a very important member.

### Raising Awareness Is Essential

Both AARP and the Coalition are focusing their efforts on physicians and internists because they are often the first health professionals to see older people who are suffering from mental health problems. In many cases the problem is depression, and in too many cases it goes undiagnosed. The principal issue is that many of the health problems caused by agingmimic the symptoms of depression. Unfortunately, many physicians are inadequately trained in differentiating mental health problems from the geriatric complaints of older patients.

According to a study sponsored by AARP and conducted by Georgetown University psychiatrist Dr. Nathan Billig (1991), only four percent of a resident's training is spent in geriatric mental health. Moreover, a conference sponsored by the National Institutes of Health (NIH) on Depression and Aging found many doctors lack an understanding of depression, believing depression in later life is inevitable. This is a dangerous situation that AARP and NMHA are working to correct.

### Supporting Public Education and Research

Thanks to a massive public service advertising effort by the NMHA, millions of physicians and lay people are beginning to realize that depression is not inevitable. But, it is taking the lives of older Americans in disproportionate numbers because it is not diagnosed. The Coalition for Mental Health and Aging continuously stresses that some older people, especially men, are extremely vulnerable shortly after they retire or are widowed.

AARP also supports additional research on the relationship between the normal aging process and mental wellness. It is important to balance medical science's knowledge of the pathological effects of mental illness with a better understanding of the healthy aspects of aging.

Mental health professionals also need to increase their contact with mentally healthy older people. AARP is concerned that too often the practitioner's primary exposure to older people is confined to those who are already seriously ill. This could lead to age biases and difficulty distinguishing between mental and emotional changes that occur as a result of aging and those caused by disease.

Education and research on mental health and aging can benefit everyone. It will give older people better information about what to expect during the normal aging process, and it will give counselors better tools with which to diagnose and treat older patients.

## Conclusion

How can the counseling profession serve the consumer needs of older Americans now and into the 21st Century? Counselors can begin by establishing a working relationship with the local aging community. A good place to start is the Area Agency on Aging. This relationship should lead to an interdisciplinary approach to serving older clients that includes geriatric specialists, providers of social services such as adult day-care, and caregivers.

Practitioners should learn more about the normal aging process by appointing more older people as consumer representatives to the boards of professional organizations. Likewise, educators should invite older people to discuss their experiences—positive as well as negative—with their counseling students.

The profession also should continue its policy of recruiting culturally diverse members. And, it should continue requiring diversity training to help counselors recognize the part culture and ethnicity may play in mental health.

We also encourage practitioners to investigate community-based and peer-counseling programs. These approaches frequently appeal to older persons with their message of self-help. For instance, AARP's Widowed Persons Service is an outreach program that offers social and emotional support through the sharing of mutual experiences with grief. Such programs expand the availability of assistance to older people undergoing transitions and act as a bridge for effective referral to professional counselors.

Finally, AARP encourages counselors to take their services into the places where seniors socialize. If counselors visit senior centers regularly, they will begin to remove the stigma and shame associated with mental and emotional distress among older people. This, perhaps as much as anything, can help increase the value of mental health counseling for aging people.

AARP, through its Social Outreach and Support services, is prepared to support community-based counseling programs with materials supplied through its own public awareness campaign for mental health called, "Let's Open Our Minds to Mental Health." This program offers educational information on a wide range of subjects from depression and suicide to memory loss. The AARP materials present these issues in clear, meaningful language that both consumers and mental-health professionals can understand.

By supporting community-based mental health counseling programs and by working through national organizations, like the Coalition for Mental Health and Aging, AARP hopes to make mental health counseling available to every older American in need of emotional support during times of distress and anguish.

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# Counselor Credentialing and the Delivery of Disaster Mental Health Services

*Robert L. Dingman*

Recently the United States has experienced a marked increase in the number of and devastation from natural disasters. This, coupled with the development of Disaster Mental Health Services (DMHS) as part of the American Red Cross (ARC) disaster relief delivery system, has provided counselors and other mental health professionals opportunities and challenges in the delivery of effective, efficient services to clients experiencing traumatic circumstances (Dingman, 1995).

Assuring the delivery of quality disaster mental health services is a complex matter. The recent emergence of this special practice area means that few mental health professionals have appropriate crisis intervention training and experience. Providing that training and experience creates challenges for all mental health professions. Further, the widely diverse training and experience requirements established by the various mental health credentialing bodies strain quality control efforts. Identifying persons who are willing and able, as well as professionally and legally qualified, to deliver DMHS continues to be problematic.

Within the counseling profession alone, the variety of standards present in counselor credentialing laws creates a maze difficult to manage (Bostwick, 1995). Add to this the diversity of the Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC), Certified Marriage and Family Therapist (CMFT) and school counselor certification, and the issues become even more complex.

Beyond the counseling profession the issues are no easier. Psychology, social work, psychiatry, and psychiatric nursing each have their own credentialing maze. While it is important to accommodate as many volunteers as possible, it is also important to deliver a quality service. Credentialing is one way of assuring minimum standards for the delivery of services.

### Counselor Credentialing Laws

Credentialing laws are in place in 42 states including the District of Columbia. These laws vary significantly and are continuously being revised. Assuring that disaster mental health professionals are in compliance with credentialing laws when providing services outside their home state can be complex and may interfere with the efficient delivery of services to survivors of disasters.

During a recent large disaster affecting three states, these problems became very apparent. Each state's credentialing law limited the services that could be provided by counselors credentialed by other states and counselors were prevented from delivering DMHS until these legal differences were addressed. Therefore, recruitment of counselors to work this disaster was blocked until steps were taken to provide emergency exceptions to these laws (Southern Governors' Association, 1993). Psychologists and social workers had similar problems and it was several weeks before all three states were able to use professionals from other states.

This example illustrates the difficulties that may be encountered when attempting to provide DMHS. Until counselor credentialing boards are aware of and rectify the problems their laws present to DMHS officials, delays will continue to occur in thedelivery of these vital services.

To avoid DMHS problems such as these, the American Counseling Association (ACA) and the ARC are encouraging credentialing boards to develop letters of understanding with the ARC. Several states have laws that allow persons licensed in other states to practice in their state for a period not to exceed 30 days. This is adequate for most emergency situations.

Some state boards however have major problems with the large number of out-of-state professionals practicing in their state. These boards should make statutory allowances for counselors credentialed in other states to deliver DMHS.

### Other Counselor Credentials

NCCs and CRCs are approved by the ARC to deliver disaster mental health services during disasters. School counseling certification, however, presents another problem as some states do not require school counselors to have earned a master's degree. Currently state certification as a school counselor and possession of a master's degree are being developed as a minimum standard.

### Credentialing in the Other Professions

ACA, the American Psychological Association, the National Association of Social Workers, the American Psychiatric Association, and the American Association of Marriage and Family Therapists have developed or are in the process of developing national Letters of Understanding with the ARC (Weaver, 1995; ARC, 1991; ARC, 1993). Psychiatric nurse credentialing is a separate problem, for this specialty is not credentialed separately. In order for registered nurses to be considered for DMHS training, they must have psychiatric training and/or experience. ARC leadership determines each applicant's qualifications individually.

### Crisis Intervention Training

Prior to admission to DMHS training, counselors (and other mental health professionals) must have the following minimum qualifications: a current license or certification in their profession; crisis intervention training and/or experience; and the Introduction to Disasters course from the ARC. Most counselor education programs have no

requirement for crisis intervention training. Crisis intervention may be offered as an elective, or as a requirement for some specialties, but few programs require such training as part of their master's or doctoral degree program.

With the recent attention given to DMHS by the ACA, counselor interest is increasing significantly (Dingman, 1995). ACA is encouraging all counselors to become knowledgeable in crisis intervention theory and techniques. State branches and divisions are being encouraged to present workshops on crisis intervention at their conferences.

Another strong motivation for crisis intervention training is the increase in teen suicide and murders. School counselors and mental health agency counselors will be involved when such activities come to their communities whether or not they are trained or experienced. Rape and other violent acts on individuals, wars, family violence, and other crisis situations all point out the need for counselors to become trained in crisis intervention.

### Counselor Availability

Many counselors are interested in providing services to survivors of disasters. Many, perhaps most, feel they cannot because of their employment obligations. With some creativity and information many counselors are closer than they think to providing service in disasters. ARC allows mental health professionals to participate in DMHS for as little as ten days (plus travel time). This is a week, both weekends, plus two days. By creatively juggling schedules many DMHS workers have been able to be available at least twice a year for DMHS work.

Several states have written laws that allow state workers to provide disaster services (some for up to 30 days) while receiving their regular pay, provided their supervisors agree. Many organizations are perceiving disaster services as similar to National Guard or Army Reserve activities and allow employees to provide services during disasters. Often counselors can negotiate with their supervisors using the above concepts to gain agreements for being excused, with pay, from their employment.

Another consideration is the service that can be provided locally for preparedness, planning, and local disasters as they occur in their communities. Local single family fires are the largest disaster activity in the country. Counselors can provide services to local ARC units without leaving their jobs or communities.

### Recommendations

Counselor credentialing boards need to examine their laws to insure that DMHS can be provided, without delay, by signing statements of understanding with ARC; they should also determine changes that will expedite the provision of DMHS by professionals credentialed out-of-state.

**ACA, its regions, branches, divisions, and state divisions should encourage member participation in the DMHS training and delivery of services, and should see that DMHS training becomes an integral part of their conferences.** Counselor educators should identify ways to deliver crisis intervention training as a part of pre-service preparation.

The Council for the Accreditation of Counseling and Related Educational Professions (CACREP) and the National Board for Certified Counselors (NBCC) should identify ways to encourage or require DMHS training of all professional counselors.

### Summary and Conclusion

Many counselors are interested in providing DMHS to persons effected by disasters. As the means to do so come together through state counselor credentialing boards, ACA, NBCC, CACREP, ARC, and other organizations, counselor participation becomes more efficient and effective. Employers are finding means of supporting these activities and self-employed counselors are creating ways to provide this much needed service as well.

There is a clear need for DMHS when people are affected by disasters. The American Red Cross DMHS provides a means for mental health professionals to deliver these services. With the cooperation of all those concerned, the American people will benefit in significant ways.

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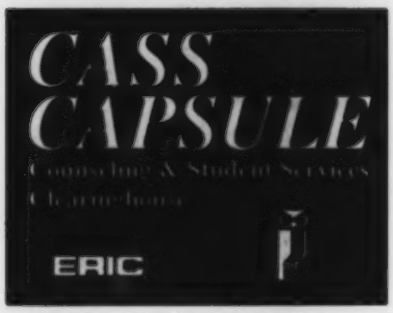


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# Who Credentials the Counselor's Credential?

*Thomas W. Clawson*

Creating a professional certification is not necessarily difficult if the credentialing agency itself has no accountability. Any of us could name a credential, create the appropriate amenities like logos, letterheads, brochures, and application requirements. We could buy mailing lists and solicit new certificants with promises, but a new certifying body could not withstand public scrutiny without some means of outside approval. Just as accredited universities must meet a long list of standards to receive and maintain regional accreditation, certifying agencies must also meet standards such as those established by the National Organization for Competency Assurance's accrediting body, the National Commission for Certifying Agencies (NCCA).

Just what is NCCA and how does it work? Moreover, how does the NCCA affect the profession of counseling? To begin let us explore how the National Organization for Competency Assurance (NOCA) came into existence.

The National Commission for Health Certifying Agencies (NCHCA) was the organization that formed NOCA to offer a membership organization in addition to the standard setting and approval functions performed by the NCCA. NOCA has member organizations that are not certifying bodies, but all have an interest in competency assurance. Membership in NOCA does not require or involve any review of certification activity nor does NOCA membership involve the recognition of a discipline or profession or its certification arrangements. NOCA's accrediting commission, NCCA, may be asked to review a certification program to determine if there is a credible credentialing procedure as well as a viable business structure free of direct influence from outside pressures. That is, any accredited certifying agency must prove that standards and decisions are made by them alone.

Certification is defined by NOCA as the process by which a non-governmental agency grants recognition of competence to an individual who has met predetermined qualifications specified by that agency. The term "certification" is usually applied to an evaluation of an individual's competence while "accreditation" usually refers to a measurement of a program or organization's performance. Unfortunately, the terms are sometimes used interchangeably and this creates some confusion for the public and employers.

The proliferation of professions and valid specialties, combined with a highly mobile population and technological developments that change at a rapid pace are all factors that have created a demand for nationally recognized methods of identifying competence in a wide range of disciplines. Most certification programs were developed by national associations, although some evolved on their own without the benefit of a pre-existing organization base; other certifications were created within business and industry. Certification programs usually develop when the leadership in a particular discipline decides that there is a need to articulate standards of performance and assure compliance with these standards to protect the public, assist employers, and increase the credibility of the discipline. Often certification is a useful tool in defining a new profession. Competitive motives come into play in the development of a program and occasionally the threat of government intervention or legal actions have been motivating factors.

### The Characteristics of Good Certification Programs

A sound certification program for a profession is developed after a thorough work behavior analysis, or job analysis, has been completed for the discipline. This is an important aspect of the process since examination questions or performance measurement systems shouldalways flow from an objective analysis of job demands rather than a measurement system based on any form of subjective evaluation of competence. Unfortunately, a good job analysis can be an expensive project and there is a temptation to cut costs by developing examinations using committees of experts without benefit of a formal examination development system. The quality of the examination instrument is one of the most important aspects of the evaluation of a certificate. Anyone seeking a credential or using credentials for hiring purposes should take the time to evaluate the characteristics and reputation of the certification program in question. The National Commission of Certifying Agencies has developed national accreditation standards to evaluate certification programs. National accreditation is an excellent way to determine that a certification organization has met nationally recognized standards of operation.

### The Questions to Ask about Certification Programs to Evaluate their Value and Reputation

1. Who developed the certification program and why was it developed? Is the sponsoring organization a reputable not-for-profit entity and representative of the highest levels of expertise in the discipline? What

factors led to the implementation of the certification program?

2. What is the reputation of the certification organization within the discipline and with related disciplines? Does the board of directors represent certificants of and leadership of the discipline? Does the governing body have a public member? Is the organization developing the certification program independent of a parent organization with potential conflicts of interest?
3. Was the competency assessment instrument developed by a psychometrician (professional test expert) or a nationally recognized testing company? Examinations can be developed by anyone, but a valid and reliable examination requires a more formal development process usually requiring the assistance of a test expert or psychometrician. How are pass/fail cutoff scores established?
4. Was a work behavior analysis or job analysis completed before the examination was developed? The quality of the examination and future test questions are dependent upon this important building block of a quality certification program.
5. Is the certification required by or recognized by employers or government agencies? Does possession of the credential assist the certificant in meeting regulatory requirements or licensure standards?
6. Do the benefits of the credential justify the cost?
7. Is the credential "for life" or is there a continuing competency requirement? What are the requirements for recertification to insure continuing competency? Almost no discipline is "static" and there should be some form of continuing competence required in a good certification program. If there are continuing education requirements, can you comply with them at a reasonable cost or expenditure of effort? This question becomes more important for individuals who live in remote or rural areas where travel costs are a compliance factor. Potential applicants in remote areas need to determine whether home study, computer based training, or other forms ofcontinuing professional development can be used to comply with recertification requirements.
8. Does the organization have a system to remove credentials from incompetent or unethical practitioners? This process increases the credibility of the certification organization and benefits the individuals that have obtained the credential.
9. Can anyone sit for the examination, or do you have to complete a reasonable set of educational or work experience requirements in order to be eligible to apply for the credential?
10. Is the certification agency accredited or recognized by other national standard setting organizations such as the National Commission for Certifying Agencies (NCCA). Accreditation by a nationally recognized organization such as NCCA is an excellent benchmark for determining the overall quality of a certification organization and its examinations.
11. Is the credential national in scope and is it recognized outside of the United States?

Answers to these questions will give a sound basis upon which to judge the value of any credential being considered for your own professional development or to better understand the credentials of people you interact with or employ in your organization. As an employer you may wish to verify the attainment of a credential by a prospective employee. Most reputable agencies will confirm the attainment of credentials with employers, but they will usually not provide pass levels, scores, or unresolved discipline information to anyone other than the candidate or regulatory agencies. As an employer it is always important to put all credentials in perspective. Certification programs can only measure an individual's knowledge or performance at a particular point in time. Competence in any job is the result of a combination of factors such as knowledge, skills, attitude, and work setting. Even the best certification programs measure only some of these factors.

**Accreditation and Professional Counseling**

In reviewing professional counseling's flagship certification agency, the National Board for Certified Counselors (NBCC), one soon finds that NBCC has held accreditation since 1987. NBCC has been a model for many subsequent certifying boards and has provided leadership not only in defining standards for counselors, but also in creating standards for certifying board accreditation. Counselors may be assured that the same type of scrutiny that is applied to their portfolio of training and experience is also used on NBCC itself by an independent group. Counselors then have a credentialed credential.

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The National Organization for Competency Assurance (NOCA) is credited with much of the information contained in this article. The documents are, however, internal and as yet unpublished. Further information about NOCA can be obtained by writing to NOCA at 1200 19th Street, N.W., Washington, DC 20036-2401 or to NBCC at 3 Terrace Way, Suite D, Greensboro, NC 27403-0607.

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# Counselor Credentialing Boards: A Call for Diversification

*Virginia Villareal-Mann*

This digest will examine the present composition of state's counselor credentialing boards and committees and, by using Jackson and Holvino's (1988) six stage model for multicultural development in organizations, challenge states to assess their present stage of development and decide what steps need to be taken to become a multicultural organization.

Jackson and Holvino's (1988) work on multicultural organization development describes six stages in an organization's movement from being a closed, elitist organization to being a multicultural organization. They contend that an organization will move sequentially from its current stage to the next with the ultimate goal being that the group moves to stage six, a multicultural organization. Jackson and Holvino define this stage as having social/cultural representation, valuing and capitalizing on differences, eliminating racism and sexism, and allowing its multicultural members to become "stakeholders" in the organization's mission and work. However, before reaching this visionary stage, there are five other developmental stages in which an organization may find itself:

1. The Exclusionary Organization—self interest calls for maintaining domination of one group over others based on race, gender, and culture. Explicit entrance requirements are designed to exclude certain groups (e.g., the KKK);
2. The "Club"—seeks to establish and maintain the privilege of those who have traditionally held social power. Limited number of minorities allowed that assimilate into an appropriate role in a white dominated system;
3. The Compliance Organization—committed to removing some discrimination by providing access for some women and minorities without disturbing the structure or mission of the organization. "Don't make waves! Be a team player!"
4. Affirmative Action Organization—committed to eliminating discriminatory practices. Actively recruits women and minorities and supports their mobility and success. Still members must conform to norms of the dominant group;
5. Redefining Organization—a system in transition. Explores the benefits of a diverse multicultural work force and seeks participation of all members. Shares power with all diverse groups. Actively planning and visioning on becoming a multicultural group.

By stage six, members of diverse cultural and social groups are an influential part at all levels and especially where decisions are made that shape the organization. Moreover, it is sensitive to the interest of all cultural and social groups whether or not they are represented in the organization.

### The Current Regulatory Situation

At the present time, there are 41 states and the District of Columbia thatcredential counselors, and one state that will endorse specialties (e.g., New Jersey). The composition of the members of credentialing boards and committees is decided in one of two ways. In most states the governor is given a list of recommendations from which to select board or committee members. Some governors take it upon themselves to balance the board geographically, racially, and by gender (e.g., Arkansas). In other states the composition of the group is specifically spelled out. Some state codes specify that the group reflect the population of the state, live in different congressional districts (e.g., North Carolina), whether or not there will be public members and how many, that the group be racially diverse, and that both men and women be equally represented (e.g., South Carolina). There are also states that require professional work in different areas of the mental health profession. Michigan requires three practicing counselors, two counselor educators, and one administrative service member. Some state boards are policy making boards while others are working boards.

### Board Gender, Race and Ethnicity

When looking at the issue of gender, most boards have both men and women represented. The states of New Mexico and Maine have seven women on their boards and Michigan ha nine (as of July 1995). Seventeen out of 30 states have women board members outnumbering men.

The race and ethnicity of board and committee members is predominantly Caucasian. A very small minority of members are African American, with even fewer Hispanic/Latino(a), Asian/Asian Pacific or Native Americans represented. Some members were from foreign countries such as India.

Most states require that board members be licensed, however it is noteworthy that counselors who are Native American and live on reservations are subject to federal laws and not state laws, therefore they are exempt from state licensing. Another interesting note is that some states

on the west coast do not consider Asian Americans as a minority or an underrepresented group due to the fact that they have "assimilated" into the dominant culture.

The effort for diversity is evident in the composition of some credentialing boards, namely Nebraska, Michigan and North Carolina. Some states admitted to actively seeking members from underrepresented groups to serve on licensing boards, but they were either unable to find qualified individuals who would serve or those who were approached were already serving on other boards and committees (often as the only non-Caucasian on the committee).

### Challenging or Accepting Legal Constraints

It is a fact that each state's credentialing board is unique, set up to meet the needs of its state, and that the state's presiding government dictates not only policy, but also the "complexion" of the board. Do state governments feel there is a need to change the way board and committee members are selected so the group becomes more diverse? Do licensed counselors of all races and ethnic backgrounds feel their needs and concerns are being considered by their respective boards as they are comprised today? Do individuals believe that having diverse boards and committees is really necessary and in the best interest of the profession?

Transformational shifts and breaking through traditional mind sets lie just beyond fear and resistance. Organizations need people who are not afraid to challenge tradition and who do not rely on experience to set future directions (McGartland, 1994). If there is to be real movement toward becoming a multicultural organization, commitment must go beyond merely agreeing that inclusion of diverse individuals on state credentialing boards is an issue. Steps must be taken to open the doors of opportunity for all who are eligible to serve and, as Jackson and Holvino (1988) assert, to provide the opportunity for diverse groups to influence and fully participate in all levels of the organization, especially in those areas where decisions are made. To insure that an organization is committed to such changes as inclusion, participation, and empowerment of diverse individuals, the following steps must be taken (Davis, 1995):

- review policies and nomination and recommendation structure for barriers;
- by-law recommendations for board structuring;
- leader training and personal commitment;
- development of a strategic plan;
- attempt to align board composition to reflect state's diverse population.

### Summary

The position of moving toward becoming a multicultural organization brings with it serious and long term implications. Valuing diversity means being responsive to a wide range of people unlike oneself. It means recognizing that other people's standards and values are as valid as one's own (Carnavale and Stone, 1994). Accepting diversification on state credentialing boards means that through an ongoing effort, shared leadership will help break away from the predictable. Through diversifying unexpected results can propel us forward and help us take a new direction. The willingness to become inclusive means there may need to be a shift in attitudes and an honest look at deeply held opinions. Only then can interaction take place that will lead to a deeper understanding into issues leading to insight and innovation (Fong, 1995).

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# Counselor Ethics Systems: The Need, Benefits, and Costs

Richard A. Goldberg

Under any appropriate measurement scheme, it is clear that: the professional counseling field is growing at a significant rate; the number of professional counselors is increasing, competition within the field, and related professions, is intensifying; and voluntary and governmental regulation of the profession will increase. As a natural by-product of these circumstances, the number and importance of professional ethics matters reaching national certification organizations and state regulatory bodies, is expanding substantially. The tangible and less definable costs associated with the creation and maintenance of professional ethics systems, therefore, are multiplying significantly.

While any professional counselor may be subject to ethics and/or disciplinary charges by a certification or licensing body, the majority of such matters are generated by certificants and licensees engaged in private practice, rather than those employed in academic or governmental settings. Stated otherwise, most disciplinary cases come from the practice group with the most public contact and, in significant part, concern client and therapy-related complaints. Similarly, and of particular note, substantial numbers of practitioners are becoming the subjects of ethics problems because of criminal accusations and convictions involving conduct unrelated to their counseling activities.

Despite the fact that ethics cases and investigations are limited to a relatively small percentage of the professional counseling community, clearly all professional organizations regulating the field, voluntary or governmental, are encountering noteworthy costs and harms generated by the expanding quantity, and sometimes grievous nature, of many ethics matters. Moreover, the professional lives of certified and/or licensed counselors are increasingly affected, whether the practitioner is aware of this situation or not. Regardless of a counselor's particular work environment and credentials, and notwithstanding whether a specific professional has become the subject of an ethics or disciplinary matter, every certified and licensed counselor has been affected by the processes and standards developed for addressing conduct issues. Accordingly, and in addition to every practitioner's obligation to understand and to behave in a manner consistent with applicable standards of conduct, counselors need to be aware of the increasing costs and effects associated with unethical practice and its regulation, including public policy and confidence issues, reputational injury to the profession, financial costs to professional bodies, certificants and licensees, and wrongs to clients.

### Costs of Developing, Maintaining and Enforcing Ethical Codes and Procedures

In response to the increasing numbers of credentialed counselors and the rising total of ethical complaints, organizations and agencies have promulgated conduct rules and standards codes in order to define appropriate professional behavior. In addition, credentialing bodies have created or duplicated existing procedural schemes in order to process ethics charges and to conduct fair investigations of the factual allegations lodged against a counselor.

The obvious goal of these ethics and disciplinary schemes include a varietyof inter-related and important purposes. These purposes include the establishment of acceptable, minimum standards of conduct concerning research, use of therapeutic techniques, client interactions, billing, public representations and advertising, and public behavior unrelated to professional practice. Such rules are specifically designed to generate public confidence in the profession, to assure the integrity of practitioners, and to provide aggrieved parties with a fair forum for the resolution of real and imagined wrongs.

The result of these organizational and agency activities has been the establishment of a quilt of voluntary national and mandatory state schemes that differ in scope and content. Each credentialed counselor practicing in one or more states has the task of identifying all applicable ethics codes, and then understanding his or her responsibilities under the relevant schemes.

At the outset, each credentialing body is required to devote substantial management, staff, budgetary, and legal resources to the process of developing appropriate conduct and case handling rules. With respect to substantive conduct standards, each organization must engage in a lengthy and detailed analysis of the regulated occupation. Thereafter, the governing boards must determine which ethics principles should apply, as well as the appropriate form of each rule. As information and understanding of the process grows, continuing efforts must be given to improving and refining the proper structure.

This process may be helped by the use and comparison of similar codes and procedures created by other organizations. However, in the end, each organization must engage in a careful examination of the choices and decide upon the correct route for its certificants and licensees.

Obviously, the monetary costs of such work are substantial and, at the least, require a budget commitment of many thousands of dollars for in-house and outside professionals to complete each task.

Following the initial development and implementation of an ethics code and case procedure process, the credentialing body must assign the operation of the system to qualified staff professionals familiar with the requirements of the counseling field. In addition -- and particularly relevant to smaller organizations -- consultants may be required to assist in these activities. Consultants can monitor the effectiveness of the scheme and recommend appropriate changes.

The work involved in ethics system administration is both ministerial and, of more significance, labor intensive. Among other activities related to the processing of ethics cases, the credentialing body must be prepared to engage in the following: receipt and preliminary analysis of each ethics related charge to determine whether the matter should be processed further; investigation of all factual allegations related to a pertinent provision of the professional code, including witness interviews and document reviews; the development of a complete case record; and resolution through a fair and comprehensive hearing and decision making process. Each step in this program requires the assignment of staff, or the hiring of outside help. Again, significant financial costs are involved and a regular source of ethics program funding is required. In general, the decision to engage in professional ethics policing must include a determination that the voluntary or government organization is prepared to shoulder the start up and long term monetary obligations.

### Costs and Benefits to the Public of Being Ethical: Conclusion

In addition to the ethics process costs incurred by credentialing organizations, consumers of counseling services may also experience increased costs relating to the certification and licensure of ethical practitioners. For example, private clients serviced by a certified counselor can be charged increased service fees by a professional to offset the cost of his or her credential, including charges that fund an ethics system. Similarly, state licensure processes concerning professional counselors can and do include public budget items that reflect the expenses related to the creation and maintenance of an ethics or disciplinary system. Naturally, these costs will be included in tax moneys sought by government.

However, in analyzing the correctness of any professional disciplinary process it is very important to remember that a variety of substantial public and organizational benefits counterbalance the substantial expenses and other operational costs. As indicated above, developing and maintaining a quality, ethics enforcement scheme will result in a uniform system of ensuring minimum standards of practitioner conduct, and a clear strengthening of the public's trust of the counseling profession. It is therefore reasonable to conclude that professional policing is an extremely important part of the functioning of any credentialing body. Accordingly, expenses and costs should be factored in and included within an organization's yearly budget as a fixed and permanent activity.

The vast majority of professional counselors will never be subject to disciplinary scrutiny. Even though these practitioners behave consistently with ethical canons, and do not run up against pertinent standards and codes, they may be required to support ethics systems through certification and licensure charges. Therefore, counselors must be educated to accept the expenses of properly policing the occupation, and to appreciate the need to eliminate or control bad actors. In other words, the costs are an important and necessary part of the credentialing process. A comprehensive, fair and valued ethics process can justify itself and the increased costs.

Editor's Note: In 1991 the National Board for Certified Counselors' (NBCC') ethics budget was $3,000. By 1994-95 that amount had increased to nearly $75,000. And during the 1994 calendar year, the NBCC received 100 inquiries concerning possible ethical violations. From January 1, 1995 to September 12, 1995, the number of ethics inquiries had already grown to 126. (T. W. Clawson, personal communication, September, 1995).

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1996 CG-96-13

# Teaching Experience for School Counselors Revisited: An Alternative Certification Model

## Part I

*Richard L. Percy*

Historically there has been strong support for the contention that school counselors should have classroom teaching experience before being certified or licensed to offer guidance and counseling services in the public schools. Baker (1994) provides a useful historical perspective on this issue from the late 1930's to the present time.

Williamson (1939) contended that educational training was indeed necessary for counselors working in educational settings. Jones (1941) argued that teachers would resent counselors without teaching experience and thus impede the counselor's effectiveness in working with the faculty. Ohlsen (1949) suggested that classroom teaching experience was essential in order for the school counselor to understand the teacher's perspective, and Ohlsen (1949) and Weitz (1958) indicated the school counselor should be selected from the school's teaching staff. The prevailing view was that teachers were thought to have the distinct advantage of understanding school policies and procedures.

This position was not only held by school teachers and school administrators, but also had the strong support of practicing school counselors, virtually all of whom had come up through the ranks of classroom teaching. A survey of 406 school counselors in the 20 states comprising the North Central Association of Secondary Schools revealed that they were virtually unanimous in the belief that school counselors should have classroom teaching experience (Simmers & Davis, 1949). In spite of the strong sentiment supporting teaching experience in those early years, there were no empirical studies available to support this position. It was indeed a stance based on emotion and it lacked any reality-based validation.

The passage of the National Defense Education Act (NDEA) in 1958 further supported this prevailing view by offering strong enticements to teachers to leave the classroom and seek training as school counselors for the purpose of better identifying talented and gifted youngsters in our schools and directing them toward technological careers. Sputnik had reminded us that we were no longer first in the space race and turning teachers into counselors was seen as one remedy. Thus, we established a de facto policy throughout the United States that required school counselors to first be trained in a separate profession in order to achieve their final professional goal, a policy not required for virtually any other profession including social workers, psychologists, or the clergy. It has taken on what Baker (1994) referred to as a "tradition."

By 1968, 35 states required teaching experience as a requisite for school counselor certification with four states offering an internship experience criterion (Dudley & Ruff, 1970). Boller (1972), in a similar survey, found 18 states open to considering possible alternatives to teaching experience.

In 1968, Wisconsin approved an experimental program with the Universityof Wisconsin - Madison establishing a counselor intern program enabling persons without teaching experience to obtain certification and employment as school counselor interns (Erpenbach & Perrone, 1976). These interns were employed as full-time school counselors but were given reduced counseling loads at the beginning of the year and were released one day a month to attend an internship seminar at the university. In addition they were under the joint supervision of a certified school counselor and a faculty mentor. This program not only offered a viable alternative model for achieving school counselor certification but also provided, for the first time, the potential for a research design to determine the effectiveness of school counselors without classroom experience. A similar program was established in 1968 in Wyoming in conjunction with the State Department of Education and counselor educators at the University of Wyoming. Both studies indicated that counselors without teaching experience were judged to have sufficient understanding of school procedures and policies suggesting that "knowledge of school management and classroom problems can be provided through internship activities in a school setting" (White & Parsons, 1974, p. 240).

As a few states began to consider certifying school counselors without education backgrounds, the opportunity to conduct research studies to look at the relative effectiveness of school counselors with and without teaching experience increased (Baker & Herr, 1976). While many of these studies had methodological problems, primarily small sample sizes, the common finding across each study was that there were no significant differences in effectiveness between those school counselors with and without teaching experience. Indeed, there were findings to suggest that teaching experience might be a liability for school counselors (Campbell, 1962; Mazer, Severson, Axman, & Ludington, 1965; Merrill, Lister, & Antenen, 1968). These studies all suggested that counselors without teaching experience exhibited more favorable interviewing



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behaviors than those with teaching experience (Baker, 1994). Thus, we moved into the 1980's with data indicating that teaching experience was either detrimental or that it made no difference in the effectiveness of school counselors. There were no studies to support the continued policy of requiring classroom teaching for counselors.

The emergence of the Comprehensive Developmental Guidance Model in the 1980's (Gysbers & Henderson, 1988) has served to renew, to some extent, the interest in teaching experience for school counselors. As these programs focus attention on goals and objectives that facilitate the development of all youngsters, K-12, they require counselors to examine large group instruction as the most logical and efficient way of delivering these services. As a result, more and more counselors, especially at the elementary level, found themselves having to prepare instructional lesson plans, organize curriculum materials, and manage student behavior in a classroom setting. All of these are tasks familiar to the experienced classroom teacher and unfamiliar to those counselors without teacher training. Thus, as the models for delivering guidance and counseling services began to change, the role of the school counselor also began to change and as a result it brought back into focus the value of classroom experience. The question it seems to raise is not whether school counselors can benefit from being in the classroom, but rather is formal teacher training and subsequent requirements of one or two years ofteaching experience the only, or even the best, way to gain that knowledge and experience.

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# Teaching Experience for School Counselors Revisited: An Alternative Certification Model
## Part II

*Richard L. Percy*

The earlier alternative certification programs, discussed in the digest "Teaching Experiences Revisited: An Alternative Certification Model -- Part I", provided the school counselor with school-based experience through a specialized internship in the guidance department. However, with the renewed demands being made upon counselors because of the developmental models, the need for counselors to have some training and experience in the areas of instruction and classroom management techniques has reemerged. A significant step toward this goal was taken by the State of Indiana in 1989 with the establishment of a one year internship for counseling students without teaching experience. This field experience, taken after the one semester counseling practicum, offers experiences dealing with school organization, classroom management, and teaching experience. While part of this internship is completed within the guidance program, it also places the intern in a classroom setting, a component missing in the Wisconsin and Wyoming models.

### The Tennessee Model

In 1988, the Tennessee Association for Counselor Education and Supervision (TACES), at the invitation of the State Board of Education, began work on the development of new standards for school counselor licensure. While Tennessee had not required teaching experience for secondary school counselors since 1975, it continued to require such training for elementary school counselors. TACES saw this as an opportunity to establish an alternative to teaching experience for school counselors. The model that has emerged requires any student entering a school counselor training program, without teacher training, to complete a semester long School Orientation Internship. Internships take place in a classroom setting under the direction and supervision of a licensed classroom teacher. During this semester, the intern will engage in a number of activities, including instruction, program planning, tutoring, mentoring, and shadowing the teacher and building administrator. The primary objectives are to provide an orientation to the organization and administration of the school and an awareness of the classroom experience of the teacher. The intern spends roughly 15-20 clock hours per week in the school setting in addition to on-campus seminars and supervision. This entire experience precedes and is a prerequisite to the full year counseling internship.

In 1993, this model became part of a new K-12 licensure law for school counselors in Tennessee. As such, it offers encouragement and incentive for individuals without teacher training who desire to work in a helping capacity with young people in a school setting to pursue a graduate degree in school counseling. These individuals heretofore have been diverted to community agency or mental health tracks. With the anticipated turnover of NDEA trained school counselors close at hand, such alternative licensing processes offers hope at a time when many school districts are already experiencing a lack of trained and credentialed candidates (Paisley & Hubbard, 1989).

In an attempt to more clearly define the specific content of this new School Orientation Internship, Percy and Carlson (1991) distributed a survey to 434 school counselors, teachers, and administrators to determine what activities they felt ought to be emphasized in such an internship. The results of that survey provide counselor education programs with some guidelines for designing this field experience. The rank indicates the relative preference for each activity during the internship:

1). observe classroom activity;
2). serve as member of the child study or pupil personnel team;
3). serve as a member of m-team;
4). attend faculty meetings;
5). teach a unit in classroom;
6). instruct small groups of students;
7). learn how administrative office works;
8). attend teacher in-service meetings;
9). attend PTA meeting;
10). tutor individual students;
11). assist in development of classroom materials; and
12). work as teacher aide.

### Conclusions

While the Tennessee model is very much in its early stage of implementation, enrollments in the school counseling track at the author's university have already tripled. The fact that 21 states still require teaching experience for school counselors suggests that there is still much work to do (Bobby & Kandor, 1992). An ACA, ASCA, and ACES task force recommended that CACREP standards be used as the basis for enhancing the school counseling profession (Cecil, 1990). These standards, while rigorous, are sufficiently flexible to allow innovative alternative licensing models such as the Tennessee model. The establishment of a specialty certificate in school counseling by the National Board for Certified Counselors (NBCC) further

defines the profession.

The combination of creative and innovative state departments of education and state legislatures, the presence of accredited training programs with high standards, and the development of certification standards that measure competence in the field, offer a formula for attracting increasing numbers of caring and talented individuals into the school counseling profession. These people need experiences in the classroom that will enable them to effectively teach and manage student behavior. They do not need to retrain as teachers in order to accomplish these objectives. Alternative opportunities to obtain these teaching skills can only enhance the profession and the development of young people in our public schools.

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# Supervision Issues in Counselor Credentialing

*L. DiAnne Borders*

Although there are some variations in the amount of counseling experience required for existing counselor credentials, one consistent requirement is that the counseling experience be supervised. In fact, one outcome of the counselor credentialing movement has been an increase in the amount of supervised experience required after completing the master's degree (Borders & Cashwell, 1992). Attempts to write regulations for these supervised experiences have forced consideration of at least two questions about the conduct of supervision: What should happen in supervision? and Who should be the supervisor? In this digest, I explore these questions and how they have been answered in professional standards, primarily promulgated by the Association for Counselor Education and Supervision (ACES), and existing regulations.

### What Should Happen In Supervision?

Requirements for supervised counseling experience presumably are based on the assumption that supervision *per se* has a significant and positive impact on counselor development. Although there is little direct empirical support for this assumption, few would disagree that supervision is a pivotal learning experience. What components make that experience pivotal is of primary importance, and several documents have provided some guidelines for supervision practice.

The American Counseling Association model licensure bill (Bloom et al., 1990), for example, suggests weekly supervision sessions, and a combination of individual and group supervision, with no more than 50% being group supervision hours. This suggestion is the typical practice as stated in 1991 counselor licensure regulations, with most states requiring the equivalent of one hour of supervision per week (Borders & Cashwell, 1992). Frequency of supervision, however, should be somewhat dependent upon the needs of supervisees, with greater frequency most likely needed by beginning-level counselors and those with a heavy caseload of difficult and/or crisis-oriented clients (Cormier & Bernard, 1982).

Regardless of frequency, the content of these hours is of critical importance. Supervisors may choose from a variety of interventions, including *direct approaches* (e.g., audiotape and videotape review, co-therapy, live observation, and live supervision), and more *indirect approaches* (e.g., self-report, case conferences, review of case notes). There is evidence that, without regulations, supervisors rely almost exclusively on counselors' self-reports (Borders, Cashwell, & Rotter, 1995; Borders & Usher, 1992), and there is ample evidence that self-reports are unreliable if not biased accounts of counseling sessions (Bernard & Goodyear, 1992; Borders & Leddick, 1987). The need for a balance of both direct and indirect approaches is cited in two ACES statements of standards, the "Standards for Counseling Supervisors" (Dye & Borders, 1990) and the "Ethical Guidelines for Counseling Supervisors" (Hart, Borders, Nance, & Paradise, 1995).

The "Standards" also indicate that attention should be given to a broad spectrum of counseling skills, including techniques and interventions, caseconceptualization and case management, client assessment and evaluation, and reports and records. As several surveys have indicated (Borders & Cashwell, 1992; Borders, Cashwell, & Rotter, 1995), legal and ethical issues also are a frequent topic. In addition, supervision sessions should be characterized by ongoing feedback ranging from informal, verbal feedback to formal, written evaluations.

What happens in supervision probably should be made clear to supervisees during or before the first supervision session. Counselors have a right to know their supervisors' expectations, how supervision will be conducted, how they should prepare for supervision sessions, what supervision approaches will be used, and the criteria on which they will be evaluated. Some have suggested that these issues be outlined in a written contract between the supervisor and supervisees (Borders & Leddick, 1987).

### Who Should Be the Supervisor?

Every credentialing board has asked this second question. Historically, however, criteria considered in answering this question have been limited to the counselor credentials and counseling experience required of the supervisor. These criteria have merit. The question of counselor credentials speaks to the socialization function of supervision and the development of a professional identity (Bernard & Goodyear, 1992). In addition, it seems reasonable to assume that a supervisor should have some years of experience, although a minimal number of years (one to five years) is usually required (Borders & Cashwell, 1992). Interestingly, there is typically no mention in existing regulations of whether or not these years should have involved *supervised* counseling experience, although the model licensure bill (Bloom et al., 1990) does specify at least five years of counseling experience with at least two of these being supervised experience. Some attention also has been given to the extent to which a supervisor should be credentialed and/or have experience in a particular counseling specialty (Borders & Cashwell, 1992). ACES standards documents indicate that supervisors should supervise only in those

areas in which they have demonstrated competence and experience (Dye & Borders, 1990; Hart et al., 1995).

The larger issue of competence, however, involves the supervisor's competence in the specialty of supervision itself. A primary aim of the ACES series of supervisor standards was to define supervisor competence (Dye & Borders, 1990; Hart et al., 1995) and the training necessary to reach competence (Borders et al., 1991); the model licensure bill (Bloom et al., 1990) also addresses this issue. These documents indicate that, at a minimum, supervisors should have didactic and supervised experienced in supervision, including graduate-level training in supervision models, methods, and techniques; counselor development; supervisory relationship; ethical, legal, and regulatory issues; evaluation; and administrative skills. Continuing education in counseling and supervision also is expected.

Although only a few credentialing boards have addressed supervision competence specifically, there is a growing interest in creating regulations that specify criteria for a supervisor's competence in counseling and supervision (Borders & Cashwell, 1992). In 1991, five state counseling licensure boards had such regulations, ranging from "be sure you are a competent supervisor" to aseparate supervisor license. Since then, at least three other states have written (or are writing) supervisor regulations. Others are trying to determine whether or not they currently have the statutory authority from their legislature to write such regulations. Their interest seems to be spurred by client complaints about licensed counselors and legal challenges filed by counselors concerning the adequacy of their training.

As early as 1985, Upchurch cited the need for a supervisor credential. In the ten years since her call, a national credential has been debated, one state (South Carolina) has created a separate supervisor license, and standards for supervisors have been created by ACES and endorsed by various other professional organizations, including the American Association for State Counseling Boards. At this point, it is difficult to predict whether the growing interest in supervisor competence will finally spur a national supervisor credential and/or if state-by-state regulations will be the necessary approach.

## Summary

Defining counselor credentials inevitably calls attention to supervision issues, including what should happen in supervision sessions required to attain a counseling credential and who the supervisor should be. Over the last few years, these supervision issues have been addressed by ACES, so that there are now statements of standards to guide credentialing boards in their efforts to define competent supervisors and effective supervision. Hopefully, many will take up the call.

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# Demographics of the General and Speciality Practice of Professional Counseling

*Susan H. Eubanks*

The number of state and national credentials in the General Practice and Specialty Practice of Professional Counseling is listed here, however these numbers are approximate and are subject to change daily. Questions regarding specific state requirements should be addressed directly to that particular state board. The examinations required for the various state credentials are also listed.

**Numbers of credentials in the *General Practice of Professional Counseling* (roughly equivalent to the National Certified Counselor [NCC] credential). Total = 39,369**

| Credential Title | Abbre-viation | State | Year Legislation Enacted | Number Credentialed in 1990 (Vroman & Bloom, 1990) | Number Credentialed in 1995 |
|---|---|---|---|---|---|
| Registered Professional Counselor | RPC | Kansas | 1987 | 256 | 228 |
| Certified Professional Counselor | CPC | Arizona | 1988 | 36 | 1253 |
| Certified Professional Counselor | CPC | Maryland | 1985 | 1093 | 1441 |
| Certified Professional Counselor | CPC | Wisconsin | 1992 | - | 1882 |
| Licensed Professional Counselor | LPC | Alabama | 1979 | 650 | 950 |
| Licensed Professional Counselor | LPC | Arkansas | 1979 | 350 | 525 |
| Licensed Professional Counselor | LPC | Colorado | 1988 | 240 | 1081 |
| Licensed Professional Counselor | LPC | Dist Columbia | 1992 | - | ? |
| Licensed Professional Counselor | LPC | Georgia | 1984 | 940 | 1472 |
| Licensed Professional Counselor | LPC | Idaho | 1982 | 255 | 1141 |
| Licensed Professional Counselor | LPC | Illinois | 1992 | - | 75 |
| Licensed Professional Counselor | LPC | Louisiana | 1987 | 1561 | 1456 |
| Licensed Professional Counselor | LPC | Maine | 1989 | 0 | 800 |
| Licensed Professional Counselor | LPC | Michigan | 1988 | 1150 | 48 |
| Licensed Professional Counselor | LPC | Mississippi | 1985 | 274 | 426 |
| Licensed Professional Counselor | LPC | Missouri | 1985 | 971 | 1750 |
| Licensed Professional Counselor | LPC | Montana | 1985 | 225 of 262 est | 400 of 513 est |
| Licensed Professional Counselor | LPC | Nebraska | 1986 | 300 CPCs | 869 LPCs |
| Licensed Professional Counselor | LPC | New Jersey | 1993 | - | 0 |
| Licensed Professional Counselor | LPC | North Carolina | 1983,1993 | 533 RPCs | 860 LPCs |
| Licensed Professional Counselor and Licensed Asst. Counselor | LPC & LAC | North Dakota | 1989 | 11 | 225 |
| Licensed Professional Counselor | LPC | Ohio | 1984 | 4000 | 5500 |
| Licensed Professional Counselor | LPC | Oklahoma | 1985 | 890 | 1075 |
| Licensed Professional Counselor | LPC | Oregon | 1989 | 200 | 900 |
| Licensed Professional Counselor | LPC | South Carolina | 1985 | 750 | 992 |
| Licensed Professional Counselor | LPC | South Dakota | 1990 | - | 270 |
| Licensed Professional Counselor | LPC | Tennessee | 1984 | 1005 CPCs | 505 LPCs |
| Licensed Professional Counselor | LPC | Texas | 1981 | 7157 | 8400 |
| Licensed Professional Counselor | LPC | Utah | 1994 | - | 30 |
| Licensed Professional Counselor | LPC | Virginia | 1976 | 1226 | 1775 |
| Licensed Professional Counselor | LPC | West Virginia | 1986 | 891 | 1000 |
| Licensed Professional Counselor | LPC | Wyoming | 1987 | 300 | 240 |
| Professional Mental Health Counselor | PMHC | New Mexico | 1993 | | 1800 of 2200 est |
| TOTAL | | | | 25,264 | 39,369 |



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**Numbers of credentials in the *Specialty Practice of Clinical Mental Health Counseling* (roughly equivalent to the Certified Clinical Mental Health Counselor [CCMHC] credential).**
**Total = 12,500**

| Credential Title | Abbre-viation | State | Year Law Enacted | Number Credentialed in 1990 | Number Credentialed in 1995 |
|---|---|---|---|---|---|
| Certified Clinical Mental Health Counselor | CCMHC | Rhode Island | 1987 | 20 | 45 |
| Certified Clinical Mental Health Counselor | CCMHC | Vermont | 1988 | 87 | 207 |
| Certified Mental Health Counselor | CMHC | New Hampshire | 1992 | - | 88 |
| Certified Mental Health Counselor | CMHC | Washington | 1987 | 1800 | 2433 |
| Licensed Mental Health Counselor | LMHC | Florida | 1981, 1987 | 2260 | 2971 |
| Licensed Mental Health Counselor | LMHC | Iowa | 1991 | - | 130 |
| Licensed Mental Health Counselor | LMHC | Massachusetts | 1987 | 0 | 3700 |
| Licensed Clinical Professional Counselor | LCPC | Montana | 1985 | 25 of 262 est | 50 of 513 est |
| Licensed Clinical Professional Counselor | LCPC | Illinois | 1992 | - | 423 |
| Licensed Professional Clinical Counselor | LPCC | Ohio | 1984 | 1500 | 2000 |
| Licensed Professional Counselor of Mental Health | LPCMH | Delaware | 1987 | 0 | 53 |
| Professional Clinical Mental Health Counselor | PCMHC | New Mexico | 1993 | - | 400 of 2200 est |
| TOTAL | | | | 5692 | 12500 |

*Other* **counselor credentials. Total = 21,285***

| Credential | Abbre-viation | State | Year Law Enacted | Number Credentialed in 1990 | Number Credentialed in 1995 |
|---|---|---|---|---|---|
| Licensed Marriage, Family & Child Counselor | LMFCC | California | 1963 | 15,000 | 20,942 |
| Registered Career Counselor | RCC | California | not a state regulated process | - | 80 |
| Licensed Mental Health Practitioner (includes other behavioral health professionals) | LMHP | Nebraska | 1986 | - | 200 of 413 est |
| Licensed Clinical Counselor | LCC | Montana | 1985 | 12 of 262 est | 63 of 513 est |
| | | Guam | | - | ? |
| Registered Professional Counselors | RPC | New Jersey | 19 | - | 0 |
| Counselor Assistants | CA | Ohio | 1984 | - | (500) |
| School Counselors* | SC | All | varies | unknown | unknown |
| TOTAL15,01221285 | | | | | |

*It is impossible to give the exact number of master's level, state credentialed counselors with masters degrees in counseling, but clearly there are thousands of such individuals from coast to coast.

| 1990 | | 1995 |
|---|---|---|
| 25,264 | Total General Practice of Professional Counseling | 39,369 |
| 5, 692 | Total Specialty Practice of Professional Counseling | 12,500 |
| 15,012 | Total Other Professional Counseling | 21,285 |
| **45,968 - Grand Total State Credentialed** | | **73,154** |

***Professional Counselor Certifications.*** **Total = 38,028**

| Credential Title | Abbre-viation | Administered by | Year Credential Instituted | Number Crendentialed in 1990 | Number Credentialed in 1995 |
|---|---|---|---|---|---|
| National Certified Counselor | NCC | NBCC | 1981 | 15,000 est | 22,000 |
| National Certified Career Counselor | NCCC | NBCC | 1985 | 800 | 815 |
| National Certified Gerontological Counselor | NCGC | NBCC | 1991 | - | 203 |
| National Certified Clinical Mental Health Counselor | NCCMHC | NBCC | 1979 | ? | 1780 |
| National Certified School Counselor | NCSC | NBCC | 1991 | - | 645 |
| Master Addictions Counselor | MAC | NBCC | 1994 | - | 242 |
| Certified Family Therapist | CFT | NACFT | 1994 | - | ? |
| Certified Rehabilitation Counselor | CRC | CRCC | 1973 | - | 12,337 |
| TOTAL | | | | 15,900 | 38,028 |

| 1990 | | 1995 |
|---|---|---|
| 15,900 - Grand Total Professional Credentials | | 38,028 |
| 45,968 - Grand Total State Credentials | | 73,154 |
| **61,868 - Grand Total Of All Credentials** | | **111,182** |
| | **Held By Professional Counselors**** | |

**excluding master's level, state credentialed school counselors

**Written Examination Administered for State's Professional Counselor Credentials**
**(September, 1995)**

*KEY:*

| | |
|---|---|
| NCE: | National Counseling Examination for Licensure and Certification (NBCC) |
| NCC: | National Career Counselor Examination (NBCC) |
| NCMHCE | National Clincal Mental Health Counseling Examination (NBCC) |
| AMP | Applied Measurement Professionals |
| TX | Texas Professional Counselor Examination |

| | | | |
|---|---|---|---|
| Alabama | NCE | North Dakota | NCE |
| Arizona | NCE | Ohio (generalist License) | TX |
| Arkansas | NCE | Ohio (clinical endorsement) | TX |
| California | (MFCC state exam) | Oklahoma | NCE |
| California | (NCCE Career Registry) | Oregon | NCE |
| Colorado | NCE | Rhode Island | NCMHCE |
| Delaware | NCE | South Carolina | NCE |
| District of Columbia | ** | South Dakota | NCE |
| Florida | NCE | Tennessee | NCE |
| Georgia | NCE | Texas | TX |
| Idaho | NCE | Utah | NCE |
| Illinois | NCE/NCMHCE | Vermont | NCE/NCMHCE |
| Iowa | NCE/NCMHCE | Virginia | AMP |
| Kansas | NCE | Washington | NCE/NCMHCE |
| Louisiana | NCE | West Virginia | NCE |
| Maine | NCE | Wisconsin | NCE |
| Maryland | NCE | Wyoming | NCE |
| Massachusetts | NCMHCE | | |
| Michigan | NCE | | |
| Mississippi | NCE | | |
| Missouri | NCE | | |
| Montana | NCE/NCMHCE | | |
| Nebraska | NCE | | |
| New Hampshire | NCE/NCMHCE | | |
| New Jersey | ** | | |
| New Mexico | NCE/NCMHCE | | |
| North Carolina | NCE | | |

**These states are in the process of determining exam status.

**NOTES:**

- Please check with individual state licensure boards for specific information about application procedures and any additional requirements. Most states using the NCE will accept a passing score taken for national certification or for licensure in a different state.
- States may accept alternative national certification examinations (i.e., Certified Rehabilitation Counselors) as satisfying the written exam component of state credentialing requirements. Contact individual states with questions regarding equivalent examinations.
- Information for school counselors: If you are interested in endorsement as a school counselor in the state of Washington and Maryland, please contact the offices of those state boards of education for information on how the National Counselor Examination is used as a part of the certification process.

**References**

Vroman, C. & Bloom, J. (1991). A summary of counselor credentialing legislation. In Bradley, F. (Ed). *Credentialing in* Counseling. Alexandria, VA: Association for Counselor Education and Supervision.

*Susan H. Eubanks, NCC, NCSC, LPC, Director of Professional Relations, National Board for Certified Counselors, Greensboro, NC.*

CASS CAPSULE
Counseling & Student Services Clearinghouse
ERIC

1996 CG-96-17

# State Credentialing Boards Directory

*Susan H. Eubanks*

The following, compiled August 1995, is a list of state credentialing boards which regulate either the general practice or the specialty practice of professional counseling. This listing includes addresses and telephone numbers for the contact person at each board. Questions regarding specific state requirements should be addressed directly to that particular board.

ALABAMA - Walter Cox, Executive Officer
Alabama Board of Examiners in Counseling
Post Office Box 550397
Birmingham, AL 35255
(205)933-8100 or FAX (205)933-6700

ARIZONA - David Oake, Executive Director
c/o Counseling Credentialing Committee
of the Arizona Board of Behavioral
Health Examiners
1400 West Washington Street, Suite 350
Phoenix, AZ 85007
(602)542-1882 or FAX (602)542-1830

ARKANSAS - Ann K. Thomas, Executive Director
Arkansas Board of Examiners in Counseling
Southern Arkansas University
SAU Box 1396
Magnolia, AR 71753-5000
(501)235-5149 or FAX (501)234-1842

CALIFORNIA - Kathleen Callanan, Executive Officer
Board of Behavioral Science Examiners
400 "R" Street, Suite 3150
Sacramento, CA 95814-6240
(916)445-4933 (information) or (916)322-4910

COLORADO - Joan Seggerman, Administrative
°Assistant
State Board of Licensed Professional
Counselor Examiners
1560 Broadway, Suite 1340
Denver, CO 80202
(303)894-7766 or FAX (303)894-7790

DELAWARE - Vicki Hall, Administrative Assistant
Board of Professional Counselors of Mental Health
Post Office Box 1401, Cannon Building - Suite 203
Dover, DE 19903
(302)739-4522 or FAX (302)739-2711

DISTRICT OF COLUMBIA - Dr. C. Yvonne Crawford,
Administrator
D.C. Board of Professional Counselors
605 "G" Street, N.W., Room LL-202
Washington, D.C. 20001
(202)727-7454

FLORIDA - Lola Pouncey, Administrator
Agency for Health Care Administration
Board of Mental Health Counselors
1940 North Monroe Street
Tallahassee, FL 32399-0753
(904)487-2520

GEORGIA - Lori Gold, J.D., Director
Composite Board of Professional Counselors, Social Workers & Marriage & Family Therapists
Examining Boards Division
166 Pryor Street, SW
Atlanta, GA 30303
(404)656-3989

GUAM - Teofila P. Cruz, Licensing Administrator
Department of Public Health & Social Services
The Guam Board of Allied Health Examiners
Post Office Box 2816
Agana, GU 96910
(671)734-7295 or FAX (671)477-4733

IDAHO - Janice Wiedrick, Board Secretary
Idaho State Counselor Licensing Board
Bureau of Occupational Licenses
Owyhee Plaza, 1109 Main Street, Suite 220
Boise, ID 83702-5642
(208)334-3233 or FAX (208)534-3945

ILLINOIS - Mary Wright, Board Liaison
Illinois Dept. of Professional Regulations
320 West Washington Street
Springfield, IL 62786
(217)785-0872 or FAX (217)782-7645

IOWA - Carol Barnhill, Board Administrator
Iowa Dept. of Public Health Bureau Professional Licensed Behavioral Science Examiners
Lucas Building, 4th Floor
Des Moines, IA 50319
(515)281-6352 or FAX (515)281-4958

KANSAS - Cheryl H. Kinderknecht
Behavioral Sciences Regulatory Board
712 S. Kansas Avenue
Topeka, KS 66603-3817
(913)296-3240 or FAX (913)296-3112

LOUISIANA - Lin Falcon, Administrative Assistant
Licensed Professional Counselors
Board of Examiners
4664 Jamestown Avenue, Suite 125
Baton Rouge, LA 70808-3218
(504)922-1499 or FAX (504)622-2160

MAINE - Mary Breton, Board Clerk
Maine Board of Counseling Professionals Licensure
State House Station, #35
Augusta, ME 04333
(207)624-8603 or FAX (207)624-8637

MARYLAND - Aileen Taylor, Administrator
State of Maryland
Dept. of Mental Health/Hygiene Prof. Counselors
Metro Executive Center, 3rd Floor
4201 Patterson Avenue
Baltimore, MD 21215-2299
(410)764-4732 or FAX (410)764-5987

MASSACHUSETTS - Emily Mitchell, Chairperson
Board Allied Mental Health & Human Services Professions
100 Cambridge Street, 15th Floor
Boston, MA 02202
(617)727-1716 or FAX (617)727-2197

MICHIGAN - Doris Foley, Licensing Administrator
Michigan Board of Counseling, P. O. Box 30018
Lansing, MI 48909
(517)373-1870

MISSISSIPPI - Glenda Jenkins, Executive Secretary
Mississippi State Board of Examiners for Licensed Professional Counselors
P. O. Drawer 6239
Mississippi State, MS 39762-6239
(601)325-8182 or FAX (601)325-3263

MISSOURI - Loree Kessler, Executive Director
Division of Professional Registration
Committee for Professional Counselors
3605 Missouri Boulevard, P. O. Box 162
Jefferson City, MO 65109
(314)751-0020 or FAX (314)751-4176

MONTANA - Mary C. Hainlin, Administrative Assistant
Board of Social Work Examiners & Professional Counselors
111 North Jackson, Arcade Building
Helena, MT 59620
(406)444-4285

NEBRASKA - Kris Chiles, Associate Director
Bureau of Examining Boards
301 Centennial Mall South, P. O. Box 95007
Lincoln, NE 68509-5007
(402)471-2115 or FAX (402)471-0383

NEW HAMPSHIRE - Peggy Lynch
Board of Psychology
105 Pleasant Street, Box 457
Concord, NH 03301
(603)271-6762

NEW JERSEY - New Jersey Licensure Board:
Leslie Aronson
New Jersey Division of Consumer Affairs
Board of Professional Counselors
P. O. Box 45007
Newark, NJ 07101
(201)504-6200

NEW MEXICO - Juanita M. Uhl, Administrator
New Mexico Counseling & Therapy Practice Board
Regulation & Licensing Department
1599 St. Francis Drive
Santa Fe, NM 87504
(505)827-7554 or FAX (505)827-7560

NORTH CAROLINA - Lucinda Chew
North Carolina Board of Licensed Professional Counselors
Box 21005
Raleigh, NC 27619-1005
(919)787-1980 or FAX (919)571-8672

NORTH DAKOTA - Allen Muggli, Executive Secretary
North Dakota Board of Counselor Examiners
Post Office Box 2735
Bismarck, ND 58502
(701)224-8234

OHIO - Beth Farnsworth, Executive Secretary
Counselor & Social Worker Board
77 South High Street, 16th Floor
Columbus, OH 43266
(614)466-0912 or FAX (614)644-0222

OKLAHOMA - Mike Blazi, Administrator
Licensed Professional Counselors Committee
1000 NE 10th Street
Oklahoma City, OK 73117-1299
(405)271-6030 or FAX (405)271-5493

OREGON - Carol Fleming, Board Administrator
Oregon Board of Licensed Professional Counselors & Therapist
3218 Pringle Road, SE, #160
Salem, OR 97302-6312
(503)378-5499

RHODE ISLAND - Peter Petrone, Administrative Officer
Mental Health Counselor, Dept. of Health
Division of Professional Regulation
3 Capitol Hill, Cannon Building, Room 104
Providence, RI 02908-5097
(401)277-2827 or FAX (401)277-1272

SOUTH CAROLINA - Marjorie Montgomery, Administrator
SC Dept of Labor Licensing Regulations
Division Professional & Occupational Licensing
3600 Forest Drive, Suite 101, P. O. Box 1329
Columbia, SC 29211-1329
(803)734-4243

SOUTH DAKOTA - Jamie L. Post, Executive Secretary
South Dakota Board of Counselor Examiners
115 E. Sioux, P. O. Box 1115
Pierre, SD 57501
(605)224-6281

TENNESSEE - Janet Smithson Floyd, Board Administrator
Tennessee State Board of Professional Counselors & Marital & Family Therapists
283 Plus Park Boulevard
Nashville, TN 37247-1010
(615)367-6207 or FAX (615)367-6210

TEXAS - Kathy Craft, Executive Secretary
Texas State Board of Examiners for Professional Counselors
1100 West 49th Street
Austin, TX 78756-3183
(512)834-6658

UTAH - Dr. Ronald Bingham, Contact
328 McKay Building, P. O. Box 25093
Brigham Young University
Provo, UT 84602
(801)378-3857

VERMONT - Dianne LaFaille, Staff Assistant
LCMHC Advisory Board
109 State Street
Montpelier, VT 05609-1106
(802)828-2390 or FAX (802)828-2496

VIRGINIA - Evelyn Brown, Executive Director
Virginia Board of Professional Counselors
Department of Health Professionals
6606 West Broad Street, Fourth Floor
Richmond, VA 23230
(804)662-9912

WASHINGTON - Tracey Robecker
Health Professions Section 2
Department of Health
Post Office Box 47869
Olympia, WA 98504-7869
(360)664-9098 or FAX (360)586-7774

WEST VIRGINIA - Charles Maine, Administrator
West Virginia Board of Examiners in Counseling
Post Office Box 6492
Charleston, WV 25362
(304)345-3852

WISCONSIN - Betsy Wood
Wisconsin Dept. of Regulation Licensing
Post Office Box 8935
Madison, WI 53708
(608)267-7212 or FAX (608)267-0644

WYOMING - Veronica Skoranski, Administrative Officer
Mental Health Professions Licensure Board
2301 Central Avenue
Cheyenne, WY 82002
(307)777-7788 or FAX (307)777-6005

The following states do not have a counselor credentialing law at this time:

| | |
|---|---|
| Alaska | Connecticut |
| Hawaii | Indiana |
| Kentucky | Minnesota |
| New York | Pennsylvania |

The following territories do not have a counselor credentialing law at this time:

| | |
|---|---|
| Puerto Rico | Virgin Islands |

The following are voluntary (not state regulated) counselor registries.

CALIFORNIA REGISTRY OF CAREER COUNSELORS
Robert J. Swan, Executive Director
CA Association of Counseling and Development
2555 East Chapman Avenue, Suite 201
Fullerton, CA 92631
(714)871-6460

NEW JERSEY BOARD OF REGISTRY:
J. Barry Mascari, Contact
c/o 26 New York Avenue
Hawthorne, NJ 07506
(201)470-5697

*Susan H. Eubanks, NCC, NCSC, LPC, is Director of Professional Relations, National Board for Certified Counselors, Greensboro, NC.*

# ERIC
# Database Search

# 1980-1996



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# ERIC Database Search on Credentialing Counselors

***Journal Articles and ERIC Documents***
***1980-1995***

AN: ED388885
AU: Clawson, Thomas
**TI: The Role of Assessment in Counselor Certification. ERIC Digest.**
CS: ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
PY: 1995
AB: Certification of professional counselors is presently viewed in two realms, that of state regulation and of national voluntary credentialing. This digest considers national voluntary certification. The first national certification began in 1972; in 1983 the National Board for Certified Counselors (NBCC) began certification for general practice counselors. Clinical mental health counselors and career counselors have merged with NBCC to become a specialty certification of the general practice of counseling. Across the realm of certifications in the counseling profession is the common thread of assessing individual counselors, training, supervision, experience, and knowledge; the similarities across the processes are remarkable. Other areas of assessment include job analysis and continuing training. Job analysis is not directly applied to the individual applicant for certification, but to a large group of practicing professionals. It is the precursor to assessment of certificants. Continuing training is an ongoing assessment practice that begins after credentialing is achieved. While counseling is an emerging profession, the NBCC has kept pace with national mandates for state-of-the-art assessment techniques. (JBJ)

AN: EJ497849
AU: Leatherman,-Courtney
**TI: Credentials on Trial.**
PY: 1995
JN: Chronicle-of-Higher-Education; v41 n21 pA14,16 Feb 3 1995
AB: A popular legal strategy for college faculty who sue after being denied tenure is to turn the spotlight on the credentials of colleagues, particularly in sex discrimination cases. Colleagues caught in the crossfire often suffer personal humiliation and professional discredit. (MSE)

AN: ED383974
AU: Smith,-Sondra-L.
**TI: Professional Issues in Counseling: Teaching Experience as a Requirement for the Certification of School Counselors.**
PY: [1994]
AB: The debate concerning whether school counselors need teaching experience has existed as long as there have been guidance workers in the school. Proponents of teaching experience requirements feel that counselors need teaching experience to adequately learn the functions of the school system and to relate well to other

professionals within the school system. Conversely, others maintain that teaching experience is not necessary for school counselors to be effective. Research to this date has found no major differences in the effectiveness of counselors with teaching experience compared to those without teaching experience. In order to effectively resolve the debate, however, the role of the school counselor must be clearly defined. More research on the efficacy of school counselors with or without teaching experience is warranted. (JE)

AN: EJ498672
AU: Hurley,-George
**TI: Watching the Other Side: Some Trends in the Credentialing of Psychologists in North America.**
PY: 1994
JN: Guidance-&-Counselling; v9 n3 p12-14 Jan 1994
AB: Credentialing for psychology in North America will constitute an increasingly important concern in the development of the mental health professions, regardless of specific discipline. This article highlights some major milestones in credentialing in psychology in North America and some of the credentialing issues that health care professionals may face in the future. (LKS)

AN: EJ495841
AU: Hughes,-Chris; And-Others
**TI: Credentialling Competency Based Education and Training: A Review of the Literature.**
PY: 1994
JN: Studies-in-Continuing-Education; v16 n1 p52-71 1994
AB: This literature review examines seven issues: describing minimum requirements for qualifications, distinguishing qualification levels, recognizing prior learning, using short courses, recording competency-based assessment results, keeping records of individual achievement, and deciding whether to record exact competencies. Recent movements to abandon general criteria for qualification levels in the United Kingdom and Australia are discussed. (SK)

AN: EJ492844
AU: Phillips,-Carol-Brunson
**TI: The Challenge of Training and Credentialing Early Childhood Educators.**
PY: 1994
JN: Phi-Delta-Kappan; v76 n3 p214-17 Nov 1994
AB: The separate preparation traditions for elementary teachers and child care professionals have created two distinct realms fraught with problems, yet rich with resources. Preparation for early education teachers is characterized by multiple entry paths, training based on child development principles, cooperative and differentiated classroom leadership, a meaningful parent role, and responsiveness to cultural pluralism. Elementary teachers could benefit by cooperating with child care specialists. (12 references) (MLH)

AN: EJ490625
AU: Baker,-Stanley-B.
**TI: Mandatory Teaching Experience for School Counselors: An Impediment to Uniform Certification Standards for School Counselors.**

PY: 1994
JN: Counselor Education and Supervision; v33 n4 p314-26 Jun 1994
AB: Reviews research on effects of teaching experience on success as a school counselor. Concludes that research findings do not support suppositions that counselors with teaching experience are superior to those without it. Calls mandatory teaching experience for school counselors an unfair and unwise certification criterion. (Author/NB)

AN: EJ480742
AU: Leahy,-Michael-J.; Szymanski,-Edna-Mora
**TI: Epilogue: Rehabilitation Counseling Credentialing.**
PY: 1993
JN: Rehabilitation-Counseling-Bulletin; v37 n2 p197-200 Dec 1993
AB: Concludes special journal issue devoted to issues of credentialing in rehabilitation counseling profession. Concludes that rehabilitation counseling should take great pride in leadership role it continues to provide in accreditation and certification movement and in providing innovative strategies to enhance standard-setting mechanisms through empirical research. Notes that professional landscape for rehabilitation counseling is beginning to change dramatically. (NB)

AN: EJ480741
AU: Emener,-William-G
**TI: Evolutionary Processes in Rehabilitation Counseling Credentialing: Some of the Emperors Did Not Always Like Their New Clothes.**
PY: 1993
JN: Rehabilitation-Counseling-Bulletin; v37 n2 p194-96 Dec 1993
AB: Provides review of credentialing movement from social-psychological perspective that illustrates process of evolution rehabilitation counseling has undergone over the past 20 years. Points out complexity and confusing nature of various credentials available and inherent anxiety that exists among rehabilitation counselors in sorting through various options available. (NB)

AN: EJ480740
AU: Thomas,-Kenneth-R.
**TI: Professional Credentialing: A Doomsday Machine without a Failsafe.**
PY: 1993
JN: Rehabilitation-Counseling-Bulletin; v37 n2 p187-93 Dec 1993
AB: Provides critical assessment of this special journal issue devoted to credentialing in rehabilitation counseling and credentialing movement in general. Contends that primary purpose of professional credentialing in counseling is not to protect the weak but rather to increase the power, authority, and incomes of the strong. Advises caution in implementing credentialing mechanisms. (NB)

AN: EJ480735
AU: Linkowski,-Donald-C.; And-Others
**TI: Instrument to Validate Rehabilitation Counseling Accreditation and Certification Knowledge Areas.**
PY: 1993
JN: Rehabilitation-Counseling-Bulletin; v37 n2 p123-29 Dec 1993

AB: Developed instrument to represent knowledge standards in rehabilitation counseling certification/accreditation and identify new knowledge areas. Findings from 1,025 counselors revealed these domains: vocational counseling/ consultative services; medical/psycho-social aspects of disability; individual/group counseling; program evaluation/research; case management/ service coordination; family, gender, and multicultural issues; foundations of rehabilitation; workers' compensation; environment/attitudinal barriers; and assessment. (Author/NB)

AN: EJ480733
AU: Tarvydas,-Vilia-M.; Leahy,-Michael-J.
**TI: Licensure in Rehabilitation Counseling: A Critical Incident in Professionalization.**
PY: 1993
JN: Rehabilitation-Counseling-Bulletin; v37 n2 p92-108 Dec 1993
AB: Discusses licensure and credentialing in rehabilitation counseling in the context of larger professional and social movements. Introduces critical aspects affecting licensure movement for rehabilitation counselors; provides overview of history of counselor licensure and participation of rehabilitation counselors; and describes issues current licensure climate raises for rehabilitation counseling. Poses challenges to rehabilitation counseling profession. (Author/NB)

AN: EJ480731
AU: Leahy,-Michael-J.; Holt,-Eda
**TI: Certification in Rehabilitation Counseling: History and Process.**
PY: 1993
JN: Rehabilitation-Counseling-Bulletin; v37 n2 p71-80 Dec 1993
AB: Provides brief history of certification in rehabilitation counseling by focusing attention on significant milestones achieved in the development of the certification process. Provides current description of Commission on Rehabilitation Counselor Certification (CRCC), along with discussion of recent innovations, current certification process, and issues affecting certification in rehabilitation counseling. (NB)

AN: EJ480730
AU: Szymanski,-Edna-Mora; Leahy,-Michael-J.
**TI: Rehabilitation Counseling Credentialing: Research and Practice.**
PY: 1993
JN: Rehabilitation-Counseling-Bulletin; v37 n2 p67-70 Dec 1993
AB: Introduces special journal issue devoted to issues of credentialing in rehabilitation counseling. Research conducted in 1989 and 1990 by Council on Rehabilitation Education and Commission on Rehabilitation Counselor Certification to reevaluate their standards is described and the rationale for including articles in special issue is explained. (Author/NB)

AN: EJ473979
AU: Helwig,-Andrew-A.
**TI: Employment Counselor Training and Professional Issues in the United States.**
PY: 1993
JN: Journal-of-Employment-Counseling; v30 n4 p153-67 Dec 1993

AB: Discusses employment counseling as practiced during past 30 years in U.S. Employment Services (now Job Service), including historical forces that affected employment counseling, their consequences over this time period, and employment counseling training initiatives. Describes Competency-Based Employment Counselor Training Model and identifies more recent training initiatives. Examines counselor credentialing process, particularly certification and licensure. (Author/NB)

AN: EJ473190
AU: Saracho,-Olivia-N.; Spodek,-Bernard
**TI: Professionalism and the Preparation of Early Childhood Education Practitioners.**
PY: 1993
JN: Early-Child-Development-and-Care; v89 p1-17 1993
AB: Defines and discusses professionalism, and discusses the certification, credentialing, and preparation of early childhood teachers in light of recent research on these topics and the educational reform movement. Argues that the integration of new knowledge emerging from studies of educational practice and child development can help raise levels of professionalism. (MDM)

AN: EJ472323
**TI: Accreditation and Credentialing Information.**
PY: 1993
JN: Journal-of-Counseling-and-Development; v72 n2 p206-18 Nov-Dec 1993
AB: Provides accreditation and credentialing information for counselors. Counseling centers fully and provisionally accredited by the International Association of Counseling Services (IACS) are listed alphabetically by state. Canadian listings are included. Contacts for state licensing board information are listed alphabetically by state, as are Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited programs. (NB)

AN: EJ472241
AU: Weinrach,-Stephen-G.; Thomas,-Kenneth-R.
**TI: The National Board for Certified Counselors: The Good, the Bad, and the Ugly.**
PY: 1993
JN: Journal-of-Counseling-and-Development; v71 n4 p105-09 Sep-Oct 1993
AB: Asserts that, since most states now have counselor licensure, the National Board for Certified Counselors and the National certification process itself may be obsolete. Authors question whether the National Counselor Exam differentiates between effective and ineffective counselors and question why only 8% of American Counseling Association members are Nationally Certified Counselors. (Author/SR)

AN: EJ470101
AU: Wessel,-Roger-D.
**TI: The Credential File: Policies and Practices Concerning Student and Alumni Files in Career Services/Placement Offices and Hiring Practices for Elementary and Secondary Teachers.**
PY: 1993

JN: Journal-of-College-Student-Development; v34 n3 p180-86 May 1993
AB: Examined policies and practices concerning student and alumni credential files and how these files are valued by teacher-hiring officials. Surveys were completed by 273 career services/ placement professionals and by 506 chief-hiring officials in public schools. Found that maintaining and mailing credentials continued to be service provided by career services/placement offices. (Author/NB)

AN: EJ452562
AU: Myers,-Jane-E.
**TI: Competencies, Credentialing, and Standards for Gerontological Counselors: Implications for Counselor Education.**
PY: 1992
JN: Counselor-Education-and-Supervision; v32 n1 p34-42 Sep 1992
AB: Reviews current status of gerontological counseling specialty within counselor education. Notes that nationally endorsed competencies, certification process, and standards for specialty training in gerontological counseling have been developed and approved. Considers implementation of gerontological counseling specialty in counselor education. (Author/NB)

AN: EJ437130
AU: Bills,-David-B.
**TI: The Mutability of Educational Credentials as Hiring Criteria. How Employers Evaluate Atypically Highly Credentialed Job Candidates.**
PY: 1992
JN: Work-and-Occupations:-An-International-Sociological-Journal; v19 n1 p79-95 Feb 1992
AB: Data from the appointing managers and personnel directors of 35 newly hired and 33 promoted workers found that (1) employers maintain educational ceilings that are usually flexible and established by default; and (2) some employers willingly hire "overqualified" workers because of their potential for eventual promotion. (SK)

AN: EJ435495
AU: Engels,-Dennis-W.
**TI: Some Questions and Concerns about Counselor Preparation Accreditation and Standards Revision.**
PY: 1991
JN: Counselor-Education-and-Supervision, v31 n1 p11-21 Sep 1991
AB: Presents questions and discusses issues related to the accreditation standards and standards revision process of the Council for Accreditation of Counseling and Related Educational Programs. Presents selected recommendations for improving the standards and revision process, with special emphasis on the need for a democratic approach. (Author)

AN: ED364782
AU: Bradley,-Fred-O., Ed.
**TI: Credentialing in Counseling.**
CS: Association for Counselor Education and Supervision, Alexandria, VA.
PY: 1991
AB: This document discusses all aspects of credentialing from both a past and present perspective, considers the future of counselor credentialing, and provides

a synopsis of the credentialing movement in counseling. Seven chapters are included: (1) "Counselor Credentialing: Purpose and Origin" (Thomas J. Sweeney); (2) "Counselor Certification" (Donald V. Forrest and Lloyd A. Stone); (3) "Historical Antecedents and Current Status of Counselor Licensure" (Thomas W. Hosie); (4) "Accreditation in Counselor Education" (Michael K. Altekruse and Joe Wittmer); (5) "A View From the Profession: What We Think of Where We Are" (Donald C. Waterstreet); (6) "Concerns about Accreditation and Credentialing: A Personal View" (Kenneth B. Hoyt); and (7) "An Argument for Credentialing" (Theodore P. Remley). Also included are four appendices. "A Summary of Counselor Credentialing Legislation" (Carol S. Vroman and John W. Bloom) is contained in appendix A. Appendices B, C, and D contain a list of professional certifying bodies, a list of Council for Accreditation for Counseling and Related Educational Programs (CACREP) approved programs, and a graphic representation of the CACREP accreditation process. (NB)

AN: ED363610
**TI: Leadership, Responsibility, and Innovation in the Education Decade. Seventeenth Report of the Commission on Teacher Credentialing, 1989-1991.**
CS: California Commission of Teacher Credentialing, Sacramento.
PY: 1991
AB: This publication reports on significant steps taken by the Commission on Teacher Credentialing from July 1989 through June 1991 to address policy issues and challenges facing the State of California. The following aspects of the Commission's activities are described: establishment of the Commission's mission, goals and objectives; legislative and reform initiatives in 1989 and 1990; the California New Teacher Project; standards for preparation of professional educators; elementary school subject matter standards; middle grades programs; professional growth and service requirements; enrollments in preparation programs; paraprofessional programs; university-based internship programs; approved preparation programs at California universities and colleges; alternative routes to certification; advisory panels assisting the Commission; teacher education program evaluation; preparation and certification of school administrators; streamlining the credentialing system; a special education study; meeting the needs of diverse students; teacher assignment information; improvement of examinations in credentialing; maintenance of standards of professional conduct; automation in the licensing division; and Commission revenues and expenditures. A selected list of recent publications of the Commission is included. (LL)

AN: ED360498
AU: Ganzglass,-Evelyn; Simon,-Martin
**TI: State Initiatives on Industry-Based Skill Standards and Credentials.**
CS: National Governors' Association, Washington, DC. Center for Policy Research.
PY: 1993
AB: A study examined state initiatives for industry-based skill standards and credentials. Officials in 19 states were

interviewed, case studies of programs in 3 states (Georgia, Pennsylvania, and Texas) were conducted, and focus group discussions were held with 25 individuals. State skill standards were generally found to be tied to broader efforts to reform the education system in general and vocational education in particular. The forces driving the development of standards and credentials varied by state; however, business and industry involvement proved critical in all states studied. The methodologies used to develop skill standards have drawn heavily on the DACUM (Developing a Curriculum) process and the work of the Vocational-Technical Education Consortium of States. Many states have already undertaken major initiatives to develop assessment processes, and many states are planning to implement statewide processes that would involve the use of performance-based assessments (including portfolios) together with traditional written tests. No state has yet developed a statewide credentialing process, and development efforts across states and at the national level have been fragmented. (A 10-item bibliography is provided. State-by-state phone survey results and the three case studies are appended along with a list of focus group participants.) (MN)

AN: EJ424170
AU: Randolph,-Daniel-Lee
**TI: Changing the Nonpsychology Doctorate in Counselor Education: A Proposal.**
PY: 1990
JN: Counselor-Education-and-Supervision; v30 n2 p135-47 Dec 1990
AB: Proposes changes in the title and structure of nonpsychology doctoral training in counselor education. Suggests a comprehensive linkage system of training, accreditation, credentialing, and employment. Expresses concern that the nonpsychology doctorate degree in counseling is steadily losing ground in the job market to the doctorate in counseling psychology. (Author/NB)

AN: EJ424166
AU: Alterkruse,-Michael-K.
**TI: Credentialing Review Survey.**
PY: 1990
JN: Counselor-Education-and-Supervision; v30 n2 p99-101 Dec 1990
AB: Surveyed perceptions of Association for Counselor Education and Supervision members (approximate n=217) concerning different aspects of counselor credentialing. Most respondents considered registration and licensure important for professional identity and protection, with licensure being considered the more important. Certification was seen as less essential than licensure. Accreditation was also examined. (NB)

AN: EJ422463
**TI: Standards and Procedures for School Counselor Training and Certification.**
PY: 1990
JN: Counselor-Education-and-Supervision; v29 n4 p213-15 Jun 1990
AB: Makes recommendations for action by Association for Counselor Education and Supervision to enhance school counseling. Discusses need to establish consistency in application of professional standards across school counselor preparation programs, accreditation of school counselor preparation programs,

and credentialing of school counselors by state education agencies. Details need to engage in review and possible revision of school counselor curriculum. (PVV)

AN: EJ416178
AU: Everett,-Craig-A.
**TI: The Field of Marital and Family Therapy.**
PY: 1990
JN: Journal-of-Counseling-and-Development; v68 n5 p498-502 May-Jun 1990
AB: Defines the emergence of marital and family therapy as a distinct clinical discipline and an area of clinical practice. Describes significant historical developments that shaped the field and integrative aspects of family systems theory. Reviews role of American Association for Marriage and Family Therapy in professional credentialing and government advocacy. (Author/ABL)

AN: ED321086
AU: Hanniford,-Barbara, Ed.
**TI: Voluntary Professional Credentialing Programs. A Resource Handbook for Continuing Educators.**
CS: Ohio Continuing Higher Education Association.
PY: 1989
AB: This handbook describes 77 voluntary programs offering professional credentialing for people in a wide range of professional and occupational fields. Each description lists credentials, organization offering credentials, initial credentialing requirements, credential renewal requirements (if any), continuing education approval process, and other information. Some of the programs profiled include the following: administrative manager, athletic trainers, appraisal, clinical laboratory technology, communications, compensation, computer operations, counseling, dental assisting, dentistry, dietetics, employee benefits, engineering, environmental health, financial analysis, health care executives, hearing-impaired education, housekeeping, information systems auditing, insurance, interior design, legal assisting, management, medical (various), municipal management, nursing, occupational therapy, optometry, organization development, parks and recreation, payroll, personnel, planning, production and inventory control, public relations, purchasing management, real estate, records management, rehabilitation, secretarial, security, social work, speech-language-hearing, transportation, and travel agents. (KC)

AN: ED299890
**TI: Credentialing Requirements: A Summary of the Thirty-One Professions Supervised by the Board of Regents and Administered by the New York State Education Department.**
CS: New York State Education Dept., Albany.
PY: 1988
AB: The basic requirements for credentialing in 31 professions supervised by the Board of Regents and administered by the New York State Department of Education are listed. Not every requirement is cited, and a more detailed statement of the credentialing requirements for these professions may be found in Title VIII of the Education Law and in the Regulations of the Commissioner of Education. The 31

professions are as follows: acupuncture; animal health technology; architecture; audiology; certified public accountancy; certified shorthand reporting; chiropractic; dental hygiene; dentistry; land surveying; landscape architecture; licensed practical nurse; massage; medicine; occupational therapy; occupational therapy assistant; ophthalmic dispensing; optometry; pharmacy; physical therapy; physical therapy assistant; physician's assistant; podiatry; professional engineering; psychology; public accountancy; registered professional nursing; registered specialist's assistant; social work; speech-language pathology; and veterinary medicine. (SM)

AN: EJ336932
AU: Linn,-Robert-L.
**TI: Test Standards and Credentialing Examinations.**
PY: 1986
JN: Evaluation-and-the-Health-Professions; v9 n2 p250-64 Jun 1986
AB: Three professional associations, the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education, jointly adopted the new "Standards for Educational and Psychological Testing" in 1985. The relationship of these to earlier standards is reviewed, and implications for credentialing examinations are discussed. (Author/LMO)

AN: ED287136
AU: Bleuer,-Jeanne-C.
**TI: Accountability in Counseling. Highlights: An ERIC/CAPS Fact Sheet.**
CS: ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
PY: 1983
AB: This fact sheet examines several issues in counselor and counseling program accountability. Issues in counselor accountability include credentialing, professional disclosure, documentation of activities, and linkage with outcomes. Program accountability issues involve stakeholders, availability of resources, documentation of activities, linkage with outcomes, and cost analysis. Eight steps are given for designing an accountability system for a counseling program. (NB)

AN: ED246319
AU: Hendrikson,-Leslie
**TI: The Licensure of Mental Health Counselors.**
PY: 1983
AB: With the growing number of counselors working outside of school settings, licensure of mental health counselors has become an important issue. A main problem facing counselors is the lack of a clear identity. Licensure would lead to increased professionalism and identification. Licensure is authorized by the state legislature, regulating the practice of the profession. Although model legislation has been developed, enactment of laws has been hampered by vested interest groups. To date, five states have passed counselor licensure acts, 20 states have drafted bills, and 40 states have licensure committees. The advantages of licensure include consumer protection,

professional identity, and competency. The disadvantages include the perpetuation of professional snobbery and limitations in professional membership. Counselors' attitudes toward licensure seem to be overwhelmingly supportive, as determined by a survey in Oregon, in which 85% of the counselors felt licensure was important. Educational requirements supported by counselors include a Master's degree or higher, supervision requirements, and continuing education. School counselors strongly support licensure and the development of a national registry of school counselors. (BL)

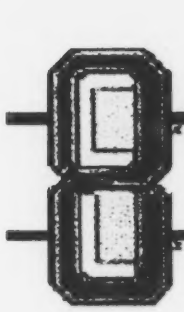
AN: EJ257519
AU: Kosinski,-Frederick-A., Jr.
**TI: Standards, Accreditation, and Licensure in Marital and Family Therapy.**
PY: 1982
JN: Personnel-and-Guidance-Journal; v60 n6 p350-52 Feb 1982
AB: Examines the development of standards for accreditation and licensure by the American Association for Marriage and Family Therapy (AAMFT). Presents a detailed description of the requirements for clinical membership. Suggests the American Personnel and Guidance Association might learn from AAMFT in designing accreditation programs. (Author/JAC)

AN: ED214036
AU: Contee,-Jerome-A., Ed.
**TI: Drug Program Report: Credentialing.**
CS: HCS, Inc., Potomac, Md.
PY: 1981
AB: This report contains several articles on drug abuse worker credentialing, and provides an update on information about credentialing policies and reciprocity efforts of the states. The first article reports on a meeting of the credentialing/reciprocity task force comprised of representatives from 10 states which have exhibited leadership in the credentialing of substance abuse workers. A subsequent article describes the substance abuse counselor certification program in Tennessee. Other articles discuss the development of the Structured Assessment Package to define and assess counselor competencies in Pennsylvania, and an effort to negotiate for academic credit in Ohio. An overview of standards development for the professional drug abuse counselor is provided, including a summary of the basic requirements that various certifying boards use to evaluate counselors. A Career Development Center perspective on academic linkages is given which highlights existing alternative routes for obtaining academic credentials. The final article provides a retrospective look at the National Institute for Drug Programs, an endeavor which offered substance abuse workers a combination of on-the-job training activities and formal college credit needed for state licensing and certification. (NRB)

AN: EJ238288
AU: Fretz,-Bruce-R.; And-Others
**TI: Professional Certification in Counseling Psychology.**
PY: 1980
JN: Counseling-Psychologist; v9 n1 p2-43 1980
AB: Certification procedures protect consumers, but when licensing

institutions become monopolistic, alternative paths to credentialing need to be considered. A series of articles examine third party payments, a changing job market and consumer protection concerns, all of which have had an impact on credentialing problems. (JAC)

# Relevant Websites



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## National Board for Certified Counselors, Inc.

***Promoting Quality Counseling Through Certification***

www.nbcc.org

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# *NBCC Certification - The Sign of a Professional*

### National Certified Counselors: Dedicated To Helping You

Where can you go for help? When you need help, turn to a National Certified Counselor (NCC). NCCs are professionals trained to help people cope with problems. NBCC can help you find a National Certified Counselor in your area.

### NBCC Certification Is A National Credential

If you are a counseling professional who is interested in seeking national certification, NBCC offers general and specialty certifications.

### General Practice Certification

- National Certified Counselor (NCC)

### Specialty Certifications

- Certified Clinical Mental Health Counselor (CCMHC)
- National Certified Career Counselor (NCCC)
- National Certified School Counselor (NCSC)

- National Certified Gerontological Counselor (NCGC)
- Master Addictions Counselor (MAC)

## Examinations

Candidates for the NCC must pass the National Counselor Examination for Licensure and Certification (NCE). The NCE is offered each April and October at sites throughout the USA. The next examination date is October 12, 1996. Candidates for the CCMHC, NCCC and MAC must also take an examination. Examination fees are based on when you register.

## Recertification

National Certified Counselors are certified for a period of five years and receive a certificate suitable for framing. At the conclusion of each five-year cycle, NCCs are required to meet the specific recertification requirements.

## Other Services

- *NewsNotes* - NBCC's Quarterly Newsletter
- NBCC's Board of Directors
- NBCC *Code of Ethics*
- Publications & Accessories Order Form

**The National Board for Certified Counselors serves the public by providing a national standard of quality for counseling professionals. Counselors who meet NBCC standards and abide by the NBCC *Code of Ethics* are authorized to identify themselves as *National Certified Counselors*.**

**National Board for Certified Counselors, Inc. (NBCC)**
**3 Terrace Way, Suite D, Greensboro, NC 27403-3660 USA**
**Tel: 910-547-0607; Fax: 910-547-0017**
**nbcc@nbcc.org**

**Fax Information Line: 800-324-NBCC (6222)**

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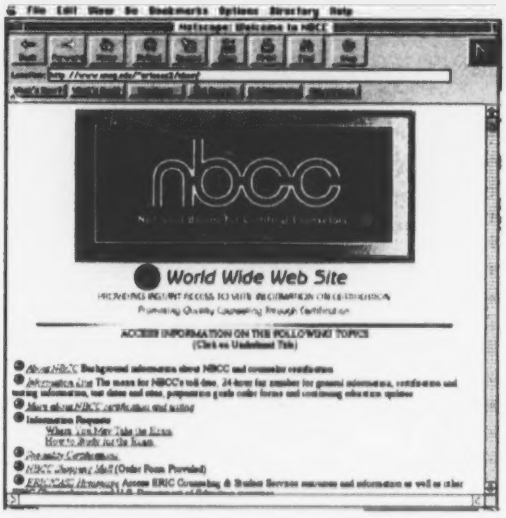
**Last modified: August 01, 1996**




## NBCC Website

**National Board for Certified Counselors**
**3 Terrace Way, Suite D**
**Greensboro, NC 27403-3660**
**Phone: (910)547-0607**
**FAX: (910) 547-0017**
**e-mail: nbcc@nbcc.org**

**http://www.uncg.edu/~ericcas2/nbcc**

# NBCC World Wide Web Site—Providing Instant Access to Vital Information on Certification

### Access Information on the Following Topics:

- *About NBCC* Background information about NBCC and counselor certification
- *Information Line* The menu for NBCC's toll-free, 24-hour fax number for general information, certification and testing information, test dates and sites, preparation guide order forms and continuing education updates
- *More about NBCC certificatin and testing*
- *Information Requests*

  Where You May Take the Exam

  How to Study for the Exam
- *Speciality Certifications*
- *NBCC Shopping Mall* (Order Form Provided)
- *ERIC/CASS Homepage* Access ERIC Counseling and Student Services resources and information as well as other ERIC Clearinghouses and the U.S. Department of Education resources
- *CATS*[2] Participate in the Couselor & Therapist Support System and be a member of interactive topical listservs and support networks—Watch for the launch date!
- *Join our listservs!!!*

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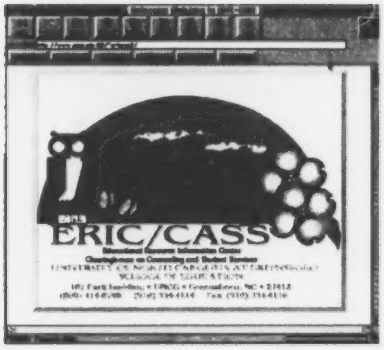



## ERIC/CASS Website

**University of North Carolina at Greensboro**
**School of Education**
**101 Park Building UNCG**
**Greensboro, NC 27412**

**http://www.uncg.edu/~ericcas2**

One of the best sources of educational information is ERIC—the Educational Resources Information Center. An appropriate first step in gaining access to ERIC is to locate the ERIC/CASS Website and through it identify a multitude of educational resources. Numerous "hotlinks" to other databases and websites can also be reached through the ERIC/CASS Website.

Through ERIC/CASS, the U.S. Department of Education's extensive educational resources can be accessed as well as special services of the ERIC system (AskERIC, Access ERIC and other ERIC Clearinghouses). Among the specific resources available on the ERIC/CASS Website are:

- Search capability of the ERIC database through the U.S. Department of Education
- Information on forthcoming ERIC/CASS Listservs
- Access to other members of the Counselor and Therapist Support System— CATS$^2$ :
  - National Association of School Psychologists
  - National Board of Certified Counselors
  - National Career Development Association
  - American Psychological Association—School Directorate
  - Canadian Guidance & Counseling Foundation
- Full text ERIC/CASS Digests
- Information on forthcoming conferences and workshops
- Shopping mall of publications and resources

For more information on ERIC/CASS, call (910) 334-4114, FAX (910) 334-4116, e-mail: ericcas@hamlet.uncg.edu, or access the ERIC/CASS Homepage at:

**http://www.uncg.edu/~ericcas2.**

# Understanding, Using & Contributing to ERIC & ERIC/CASS

# What Is ERIC?

The **Educational Resources Information Center (ERIC)** is a federally funded, nationwide information network designed to provide you with ready access to education literature.

At the heart of ERIC is the largest education database in the world—containing more than 850,000 records of journal articles, research reports, curriculum and teaching guides, conference papers, and books. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations.

ERIC presents education information in a format convenient to users. More than 20 years ago, ERIC became the first commercial online database. In 1986 the ERIC database became available for searching on CD-ROM (compact disk, read-only memory).

Now ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, CompuServe, and America Online. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC also offers customized assistance through a network of subject-specific education clearinghouses that provide toll-free reference and referral, and free or low-cost publications on important education topics.

The **ERIC** system, managed by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), consists of 16 clearinghouses, a number of adjunct clearinghouses, and additional support components.

The **ERIC Clearinghouses** collect, abstract, and index education materials for the ERIC database; respond to requests for information in their subject areas; and produce special publications on current research, programs, and practices.

The **ERIC Document Reproduction Service (EDRS)** produces and sells microfiche and paper copies of documents announced in the ERIC database.

The **ERIC Processing and Reference Facility** is the technical hub of the ERIC system that produces and maintains the database and systemwide support products.

**ACCESS ERIC** coordinates ERIC's outreach, dissemination, and marketing activities; develops systemwide ERIC publications; and provides general reference and referral services.

This publication will help you understand how you can use the resources available from ERIC to meet your needs.

# Who Uses ERIC?

ERIC is the largest education resource in the world and serves the information needs of a wide spectrum of users, allowing:

**Teachers**—to obtain the latest information on preservice and inservice training; learn about new classroom techniques and materials; and discover resources for personal and professional development.

**Administrators/School Boards**—to identify new and significant education developments, learn new management tools and practices, and assist local and state agencies in planning education programs.

**Students**—to gain access to the latest information for preparing term papers, theses, and dissertations; obtain information on career development; and build a personalized, low-cost education library.

**Parents/General Public**—to learn about new developments in education, gain information on the role of parents and the public in child development and school improvement, learn about adult continuing education, and keep abreast of new legislation on education.

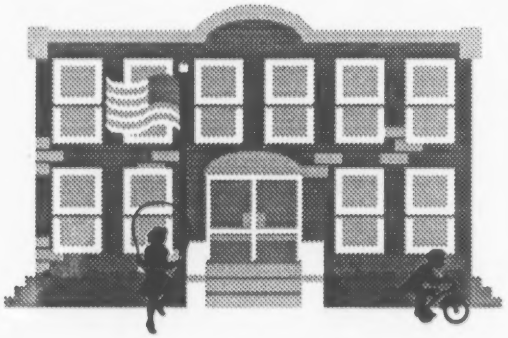
**Researchers/Professors**—to keep up to date on research and practice, avoid duplication of research efforts, and obtain full-text research reports.

**Librarians/Information Specialists**—to compile bibliographies and summaries on specific education topics, search the ERIC database for answers to queries, and locate and order documents.

**Professional Organizations**—to keep members abreast of trends and issues in specific areas of education, and obtain current information for association publications and position statements on education issues.

**Civil Servants**—to conduct research in education-related areas; verify research results; stay informed of international, national, regional, state, and local issues; and develop legislation and policy.

**Journalists**—to gather background information, provide resources for articles and programming, and monitor trends and issues in education.



# What Can You Get From ERIC?

Whether you need a little information or a lot ERIC is an excellent resource for research summaries on current, high-interest topics; references to recent journal articles; complete research reports, books, or curriculum guides; or extensive bibliographies.

## Reference and Referral Services

ERIC offers *free* reference and referral services to the public through its network of clearinghouses, ACCESS ERIC, and electronic AskERIC question-answering services. Staff are available to provide ERIC publications, answer questions about ERIC, locate hard-to-find documents, and refer you to other appropriate information sources. It is best to call an ERIC Clearinghouse if you have a subject-specific question. Toll-free phone numbers for the clearinghouses are listed in Part 2. You can call ACCESS ERIC (1–800–LET–ERIC) for help in using the ERIC system or for the latest information on electronic AskERIC services.

## Publications Produced by ERIC

The ERIC system produces more than 250 special publications each year. These publications provide you with the latest research and practice information on current, high-interest topics.

Clearinghouses produce free and low-cost publications, including brochures, newsletters, pamphlets, monograph series, and bibliographies. ERIC Digests, which are two-page research syntheses, are among the ERIC system's most popular offerings. There are currently more than 1,800 Digests, and approximately 100 new titles are produced each year. For information on clearinghouse publications, turn to the list of ERIC Clearinghouses starting on page 17 and contact those that cover your subject.

## The ERIC Database

The ERIC database contains more than 850,000 bibliographic records of research reports, conference papers, teaching guides, books, and journal articles. Figure 1 shows a typical ERIC document resume.

If a publication has an ERIC Document (ED) number, you can probably find a copy at any one of the more than 900 libraries that maintain an ERIC microfiche collection, or you can purchase a microfiche or paper copy from the ERIC Document Reproduction Service (1–800–443–ERIC). For publications that are not available from ERIC, the abstract will include information on where you can get a copy.

More than 800 education-related journals are covered in ERIC. Figure 2 shows a typical ERIC journal article (EJ) resume.

Copies of journal articles can be obtained from library periodical collections; through interlibrary loan; from the journal publisher; or from article reprint services such as UMI InfoStore, 1–800–248–0360, or Institute for Scientific Information (ISI), 1–800–523–1850. (Addresses and local phone numbers for these services appear on page 9.)

## Figure 1

# Sample ERIC Document Resume

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**ED359626** **EA025062** ← **Clearinghouse Accession Number**

**Author(s)** → *Fuhrman,-Susan-H., Ed.*

**Title** → **Designing Coherent Education Policy: Improving the System.**

**Institution.** (Organization where document originated.) → Corporate Source—Consortium for Policy Research in Education, New Brunswick, NJ.

Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC. ← **Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Contract or Grant Number** → Contract Nos.—R117G10007; R117G10039

**Date Published** → Pub Date—1993

**ISBN** (International Standard Book Number) → ISBN-1-55542-536-4

Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104. ← **Alternate source for obtaining document.**

Note—370 p. ← **Descriptive Note** (pagination first).

**ERIC Document Reproduction Service (EDRS) Availability**—"MF" means microfiche; "PC" means reproduced paper copy. When describes as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change. For latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of *Resources in Education*, or call EDRS at 1-800-443-3742 for price information. → **EDRS Price—MF01/PC15 Plus Postage.**

Pub Type—Books (010)—Collected Works-General (020)—Guides-Non-Classroom (055) ← **Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Descriptors—Educational Change; Elementary Secondary Education; Governance; Politics of Education; Standards; *Educational Objectives; *Educational Policy; *Instructional Improvement; *Policy Formation; *Public Education ← **Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education*.

**Abstract**

This book examines issues in designing coherent education policy for public elementary and secondary schools. It seeks to expand the policy discussion by refining the definition of coherence and considering a number of complex questions raised by the notion of coherent policy. The book offers an indepth look at systemic school reform and offers a variety of ideas as to how educators at the district, state, and federal levels may coordinate the various elements of policy infrastructure around a new set of ambitious, common goals for student achievement. Chapters include the following: (1) "The Politics of Coherence" (Susan H. Fuhrman); (2) "Policy and Practice: The Relations between Governance and Instruction" (David K. Cohen and James P. Spillane); (3) "The Role of Local School Districts in Instructional Improvement" (Richard F. Elmore); (4) "Systemic Educational Policy: A Conceptual Framework" (William H. Clune); (5) "Student Incentives and Academic Standards: Independent Schools as a Coherent System" (Arthur G. Powell); (6) "New Directions for Early Childhood Care and Education Policy" (W. Steven Barnett); (7) "How the World of Students and Teachers Challenges Policy Coherence" (Milbrey W. McLaughlin and Joan E. Talbert); (8) "Systemic Reform and Educational Opportunity" (Jennifer A. O'Day and Marshall S. Smith); and (9) "Conclusion: Can Policy Lead the Way?" (Susan H. Fuhrman). References accompany each chapter. (LMI) ← **Abstractor's Initials**

**Note:** The format of an ERIC Document resume will vary according to the source from which the database is accessed. The above format is from the printed index, *Resources in Education*.



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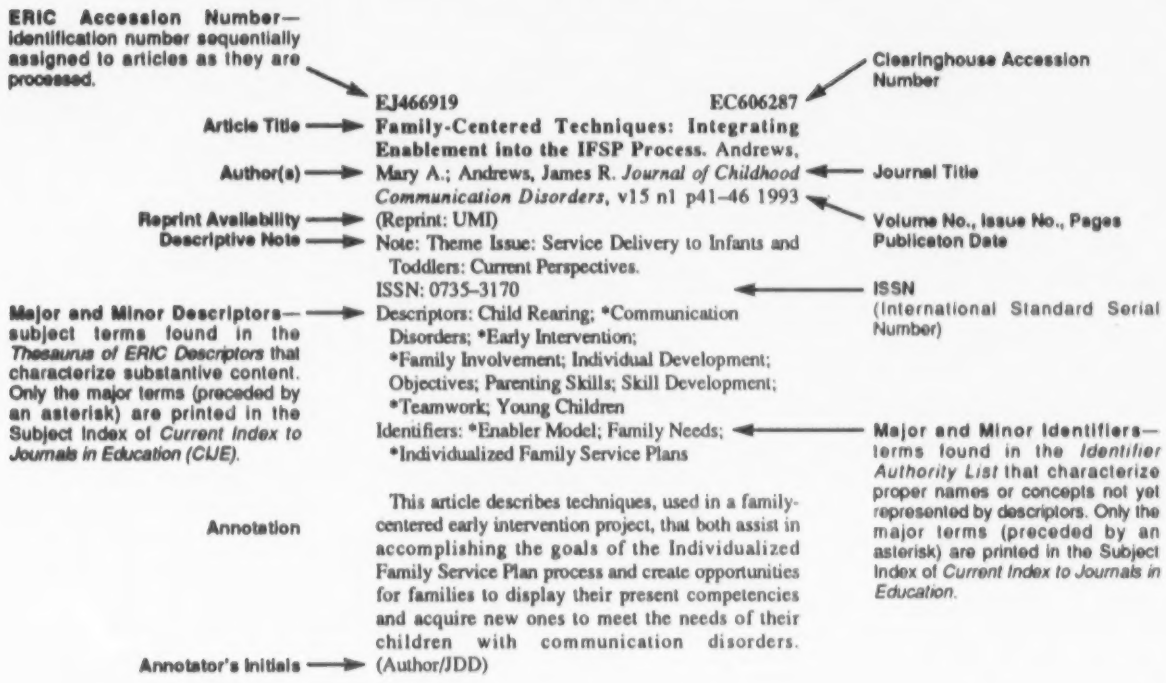
## Figure 2

# Sample ERIC Journal Article Resume


ERIC Accession Number—identification number sequentially assigned to articles as they are processed.
EJ466919
EC606287
Clearinghouse Accession Number
Article Title
Family-Centered Techniques: Integrating Enablement into the IFSP Process. Andrews,
Author(s)
Mary A.; Andrews, James R. Journal of Childhood Communication Disorders, v15 n1 p41–46 1993
Journal Title
Reprint Availability
(Reprint: UMI)
Volume No., Issue No., Pages Publicaton Date
Descriptive Note
Note: Theme Issue: Service Delivery to Infants and Toddlers: Current Perspectives.
ISSN: 0735–3170
ISSN (International Standard Serial Number)
Major and Minor Descriptors—subject terms found in the Thesaurus of ERIC Descriptors that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of Current Index to Journals in Education (CIJE).
Descriptors: Child Rearing; *Communication Disorders; *Early Intervention; *Family Involvement; Individual Development; Objectives; Parenting Skills; Skill Development; *Teamwork; Young Children
Identifiers: *Enabler Model; Family Needs; *Individualized Family Service Plans
Major and Minor Identifiers—terms found in the Identifier Authority List that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of Current Index to Journals in Education.
Annotation
This article describes techniques, used in a family-centered early intervention project, that both assist in accomplishing the goals of the Individualized Family Service Plan process and create opportunities for families to display their present competencies and acquire new ones to meet the needs of their children with communication disorders.
Annotator's Initials
(Author/JDD)

Note: The format of an ERIC Journal Article resume will vary according to the source from which the database is accessed. The above format is from the printed index, *Current Index to Journals in Education*.

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# Where Can You Use ERIC?

## Personal Computers

### The Internet

If you have a computer with a modem, and have Internet e-mail, gopher, or World Wide Web access, you can tap into a vast array of ERIC information. For questions about education, child development and care, parenting, learning, teaching, information technology, and other related topics, send an e-mail message to ***askeric@ericir.syr.edu***.

More than a dozen ERIC Clearinghouses, Adjunct Clearinghouses, and support components host gopher and World Wide Web sites. For general information about ERIC and links to all ERIC Internet sites, start with the ERIC systemwide sites: gopher:**aspensys.aspensys.com:74/11/eric** or URL: **http://www.aspensys.com/eric2/welcome.html**.

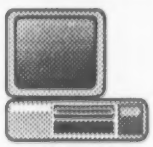
You can also use the Internet to connect to sites that offer free public access to the ERIC database. For a list of public Internet access points to the ERIC database and step-by-step login instructions, send an e-mail message to **ericdb@aspensys.com**.

### Commercial Services

Commercial networks such as America Online and CompuServe feature ERIC information including Digests, Parent Brochures, articles from *The ERIC Review*, bibliographies, and more. For help finding ERIC on these networks, contact ACCESS ERIC at 1–800–LET–ERIC.

Toll-free phone

You can also use a personal computer and a modem to search ERIC and many other databases for a fee by signing up with commercial online database vendors such as Knight-Ridder Information, Inc., or Ovid Technologies. (See commercial vendor addresses and phone numbers on page 36.)



E-mail

### CD-ROMs

If your computer has a CD-ROM drive and you have frequent need for searches of the education literature, a subsciption to the ERIC database is now available for as little as $100 per year. (See the list of CD-ROM vendors on page 36 or call the ERIC Facility at 1–800–799–ERIC.)

## Libraries and Information Centers

ERIC is available at most university libraries, many public libraries, and other professional libraries and education resource centers—more than 1,000 of which are designated as ERIC information service providers. At these locations you can search the ERIC database yourself, or have a librarian search for you. Most of these locations also have a substantial ERIC microfiche collection and microfiche reader/printers for making copies of ERIC documents.

## ERIC Clearinghouses

All of the ERIC Clearinghouses have toll-free numbers and information specialists to help you. Even if you have access to ERIC on your personal computer or at a convenient library, you may want to contact the clearinghouse that covers your education topic. Clearinghouses offer free and inexpensive publications and tips on how to search the ERIC database, and can often refer you to other sources of information. (See the complete list of ERIC Clearinghouses on pages 17–23.)

**If you need help finding the best way to use ERIC, call ACCESS ERIC toll free at 1–800–LET–ERIC (1–800–538–3742).**

# How To Get Copies of Publications and Articles in the ERIC Database

The ERIC database has bibliographic information and abstracts on two types of materials: ERIC documents (with ED numbers) and journal articles (with EJ numbers).

With the expansion of computer access to information, there has been increasing interest in full-text electronic access to ERIC documents and articles, which would allow you to print or download the complete text of the ones you want. The ERIC system is exploring ways to make more of the database available in full text and has made the popular ERIC Digests available through the ERIC Digests Online File. You can get complete copies of ERIC Digests from many electronic sources, including most CD-ROM versions of ERIC, the online vendors, and several Internet hosts.

Until electronic full text becomes available for other ERIC database references, here's how you get copies:

## ERIC *Documents*

Most publications with ED numbers can be found at any library that has the ERIC microfiche collection.* At these locations you can read the publications and make copies for a nominal per-page charge on a microfiche reader/printer. To locate the microfiche collection nearest you, call ACCESS ERIC at 1–800–LET–ERIC.

You can also purchase microfiche or paper copies of most ERIC documents from the ERIC Document Reproduction Service (EDRS), which accepts orders by toll-free phone call, fax, mail, or online (through DIALOG, Ovid Technologies, and OCLC). For more information or to order documents, contact:

**ERIC Document Reproduction Service (EDRS)**
DynCorp
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153–2852
Toll Free: (800) 443–ERIC (3742)
Telephone: (703) 440–1400
Fax: (703) 440–1408

## *Journal Articles*

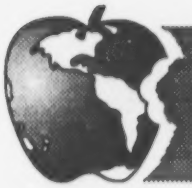
Copies of journal articles announced in ERIC can be found in library periodical collections, through interlibrary loan, or from article reprint services, including:

**UMI InfoStore**
500 Sansome Street
Suite 400
San Francisco, CA 94111–3219
Toll Free: (800) 248–0360
Fax: (415) 433–0100
E-mail: orders@inforstore.com

**Institute for Scientific Information (ISI)**
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Toll Free: (800) 523–1850
Telephone: (215) 386–0100
Fax: (215) 386–6362
E-mail: tga@isinet.com

To obtain journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each issue of *Current Index to Journals in Education* (*CIJE*), ERIC's printed index of journal citations, which is available in many libraries.

* Approximately 5 percent of the documents abstracted in ERIC are not available in the microfiche collection. For those publications, the bibliographic citation will include information on where to get a copy.



# Basic Tips for Searching the ERIC Database

Wherever you choose to run a computer search of the ERIC database, the result of the search will be an annotated bibliography of journal (EJ) and document (ED) literature on your topic. There are a few important tips to keep in mind to ensure that your search meets your needs.

## Find the best way to access the ERIC database

You can now use ERIC from your personal computer, at university libraries, at many public and professional libraries, and through contacting the ERIC Clearinghouses. Before you decide where to search ERIC, ask these questions:

1. How much will it cost?
   You may have free or inexpensive access to ERIC. If not, you may have to pay for connect time on some computer systems or order a search through a search service.
2. How much of the ERIC database is available?
   Some services provide access to the entire ERIC database, which goes back to 1966; others may allow you to search only the last 5 or 10 years of ERIC. If this is important to you, find out how much of ERIC is available before choosing a search system.
3. How long will it take?
   Turnaround time can vary from a few minutes, if you have direct access to ERIC on a personal computer, to several days or longer if you have to order a search that someone else will run for you.
4. How much flexibility does the search system offer?
   Many different software systems are used to search ERIC. Some menu-driven search systems make it easy for a first-time user, but may limit opportunities to make changes to the search question. If you try searching ERIC and feel you cannot locate exactly what you are looking for, ask your librarian for help or call an ERIC Clearinghouse.

## Use the Thesaurus of ERIC Descriptors

Every one of the more than 850,000 articles and documents in the ERIC database has been given subject indexing terms called *descriptors*. Before you run an ERIC search, it is important to take a few minutes to find the ERIC descriptors that best capture your topic.

For example, articles and documents about the development of children's social skills would be indexed under the descriptor *interpersonal competence*. The ERIC descriptor for children at risk is *at risk persons*. When you search for information about high school students, you can use the descriptor *high school students* but would miss a lot of material if you did not also use the descriptor *secondary education*.

Locations that offer ERIC searches should have reference copies of the *Thesaurus of ERIC Descriptors*, and some search systems allow access to the *Thesaurus* while running your search.

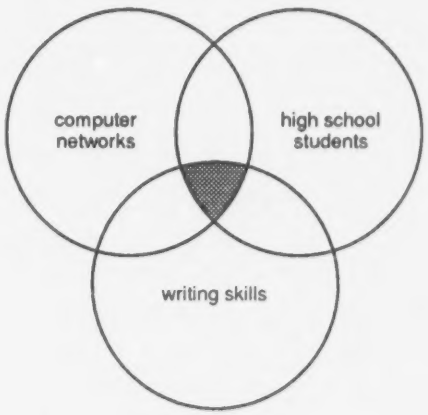
If you cannot locate a copy of the *Thesaurus of ERIC Descriptors*, call the ERIC Clearinghouse that covers your subject and ask for help with the search strategy. (See the toll-free numbers in Part 2.)

## *Know your* **ANDs** *and* **ORs**

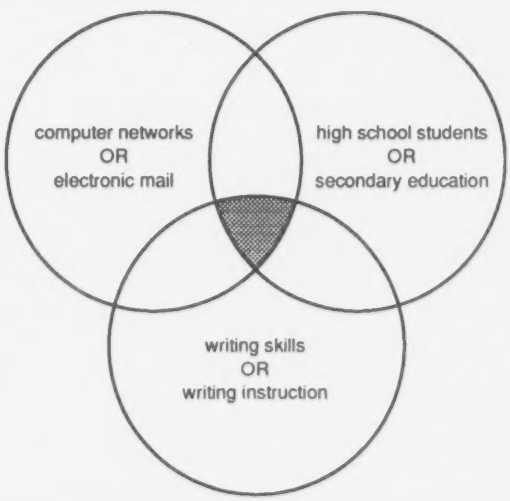
Although the software used to search ERIC will depend on which system is used, all searching is based on Boolean logic: the computer creates sets of information based on the way you tell it to combine subject terms.

For example, to find out how computer networks and e-mail can be used to improve high school students' writing, you could use the *Thesaurus* to find these subject descriptors: *computer networks*, *high school students*, and *writing skills.*

If you want to find records that are indexed under **all** of these concepts, you would use the AND command to tell the computer to find the intersection of these three subsets.




If **more** information on this topic is needed, use the *Thesaurus* to locate additional relevant descriptors and add them to your concept sets by using the OR operator. When the OR command is used, documents and articles indexed with **either** descriptor are searched and combined in a set.



## *Plan Your Search Strategy*

To plan your ERIC search, follow these steps:

1. write the topic in your own words;
2. divide the search into major concepts; and
3. use the *Thesaurus of ERIC Descriptors* to locate the subject descriptors for each concept of the topic.

Here's an example of how a search topic/question can be turned into an ERIC search strategy:

### ERIC Search Worksheet

***TOPIC*** How can computer networks and e-mail be used tc improve high school students' writing?

***CONCEPTS and ERIC DESCRIPTORS***

| CONCEPT 1 | AND | CONCEPT 2 | AND | CONCEPT 3 |
|---|---|---|---|---|
| computer networks | | high school students | | writing |
| OR: computer networks | | high school students | | writing skills |
| OR | | OR | | OR |
| electronic mail | | secondary education | | writing instruction |

***ADDITIONAL LIMITATIONS***

(e.g., document types, educational level/age group, publication dates, etc.)

You can use the blank ERIC Search Worksheet on page 35 to plan your ERIC search.

## Additional Search Tips

To locate journal articles or other publications on a particular education topic, searching by descriptors (subject terms) is usually the best approach. There are other ways to search ERIC, for example, by title, author, specific journals, and even target audience (i.e., whether the publication was intended for teachers, students, parents, etc.).

If you cannot locate instructions for searching ERIC by title, target audience, or the approaches listed below, ask a librarian for help or call an ERIC Clearinghouse. (Note that the details of how you search ERIC will vary depending on the software system, so whenever possible it is best to get instructions from someone who knows the system you are using.)

Here are some other ways to search ERIC:

### *Identifiers*

Identifiers are searchable key words not found in the *Thesaurus of ERIC Descriptors*. They are often proper names or concepts not yet represented by approved descriptors. Identifiers are used to index geographic locations, personal names, test or program names, specific legislation, and so forth. Examples include: Curry Test of Critical Thinking, Gallaudet College DC, Japan United States Textbook Study Project, and Piaget (Jean).

### *Publication Types (also called Document Types)*

In addition to being indexed according to descriptors and identifiers, ERIC documents are categorized by their form of publication. You may want to specify document types in your search strategy to locate a particular kind of document, such as: teaching guides, research/technical reports, tests/evaluation instruments, and books.

A complete list of ERIC publication/document types appears in the *Thesaurus of ERIC Descriptors*.

### *Year of Publication*

A search can be limited by the publication dates of documents and articles. For example, you may know before running your search that you only want materials from the last 5 or 10 years. The year of publication can be included as a limiting factor in your original search strategy, or it can be used to modify a search if you find more abstracts than you need.

### *Free-Text Searching*

Free-text searching enables you to search for unique words and phrases found in titles or abstracts. This approach is useful if you do not know the best descriptor to use, or know that there is no indexing term for a concept. For example, you could search the phrase "Head Start" to locate information on that topic. (The results of this search would show you that "Project Head Start" is searchable as an identifier.)

# How Can You Contribute to the ERIC Database?

Consider sharing your own work with others by submitting it to ERIC. If you have recently authored a research report, program description or evaluation, literature review, teaching guide, conference paper, or other education-related work, you can make it permanently available and accessible to others through ERIC.

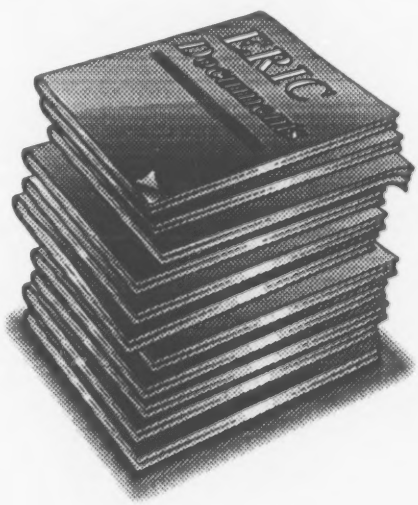
Organizations that wish to sell copies of their original documents can have this availability (together with address and price information) announced in the bibliographic record. Studies have shown that availability from ERIC does not reduce sales from the original source, since purchasers prefer an original copy over one reproduced from microfiche. After the document is sold out at the original source, it will still be available through the ERIC Document Reproduction Service (EDRS), if permission to reproduce has been granted to ERIC.

Acceptance of submitted documents is not automatic; all documents submitted to ERIC are evaluated by subject experts according to the following criteria: contribution to knowledge, significance, relevance, newness, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, and comprehensiveness.

To submit your publication, send ERIC one legible (laser printer quality) copy of your report, speech, paper, or other document to be considered, and a completed Reproduction Release Form (see Appendix, page 35). The Reproduction Release Form grants ERIC permission to reproduce and disseminate the document, but does not preclude your selling the publication or having it published elsewhere.

You may send your publication to the clearinghouse that covers your topic. (See list of ERIC Clearinghouses in Part 2.) If you are uncertain which clearinghouse is appropriate or if you have questions about submitting your work, contact:

**ERIC Processing and Reference Facility**
Acquisitions Department
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850–4305
Toll Free: (800) 799–ERIC (3742)
Telephone: (301) 258–5500
Fax: (301) 948–3695
Internet: ericfac@inet.ed.gov



# Other ERIC Resources for Libraries and Information Centers

## ERIC Training Materials

### Your Guide to ERIC

This curriculum package, prepared by the ERIC Clearinghouse on Adult, Career, and Vocational Education, can be used in workshops or by individual ERIC users. It offers four learning modules that introduce the ERIC database, explain how to search it and obtain materials, and provide information on ERIC reference and referral services. Each module has corresponding transparencies. A set of *Quick-Search Cards* gives step-by-step instructions for searching ERIC on CD-ROM. *Your Guide to ERIC* is available from the ERIC Clearinghouse on Adult, Career, and Vocational Education (1–800–848–4815) or ACCESS ERIC (1–800–LET–ERIC).

### ERIC Overhead Transparency Masters

ACCESS ERIC offers a set of ERIC overhead transparency masters that present an introduction to the database, describe the work of the ERIC Clearinghouses, and discuss electronic access to ERIC information. They are invaluable to librarians, professors, inservice directors, and others in need of ERIC training tools. The transparency masters (paper copies) are available free from ACCESS ERIC, 1–800–LET–ERIC.

### Training Materials from ERIC Clearinghouses

Many of the ERIC Clearinghouses produce training materials designed for specific audiences. For example the ERIC Clearinghouse on Rural Education and Small Schools offers *A Parent's Guide to the ERIC Database*, and the ERIC Clearinghouse on Disabilities and Gifted Education produces *How to Use ERIC to Search Your Special Education Topic*. If you are interested in subject-specific materials that explain ERIC, contact the appropriate clearinghouses. (See complete list in Part 2.)

## Onsite Training

ERIC staff are available to conduct training programs, seminars, and workshops. If you have a group that could benefit from expert training on how to use ERIC, contact one of the clearinghouses or ACCESS ERIC at 1–800–LET–ERIC.

## Reference and Referral Directories

*Catalog of ERIC Clearinghouse Publications*

This catalog lists more than 1,400 current education titles, including teaching guides, bibliographies, research summaries, and monographs, published by the ERIC Clearinghouses. Many of the publications are free, others are available at a minimal cost. The *Catalog* also includes ordering information and prices and is available from ACCESS ERIC.

*Directory of ERIC Information Service Providers*

Research organizations, libraries, and schools will want a copy of this free directory for use by patrons and staff. It lists more than 1,050 agencies and organizations (including addresses, telephone numbers, and services available) that provide computerized searches of the ERIC database, have a sizable collection of ERIC microfiche, and/or subscribe to and collect ERIC publications.

*ERIC Directory of Education-Related Information Centers*

The *Directory* identifies and describes 450 resource centers and other agencies that provide information synthesis, user services, technical assistance, information dissemination, and/or reference and referral services in education-related areas. The *Directory* is available from ACCESS ERIC.

*ERIC Calendar of Education-Related Conferences*

The *Calendar* provides a chronological listing of the more than 525 international, national, and regional education-related conferences held each calendar year. Subject, sponsoring organization, and geographic indexes are included. The *Calendar* is available from ACCESS ERIC.

All of the reference and referral directories described above are available from ACCESS ERIC and several are available online. For more information call ACCESS ERIC at 1–800–LET–ERIC.

## ERIC *Indexes and Search Aids*

A number of free and low-cost publications available from the ERIC Processing and Reference Facility are useful references for libraries and information centers that provide access to ERIC. These include: the *ERIC Identifier Authority List*, the *ERIC/RIE Title Index*, and the *nstitutional Source Directory*.

The Facility also produces a series of free *ERIC Ready References* designed to provide a maximum amount of information on a single, well-defined topic related to the ERIC database. Current titles include: "What Kinds of Documents are in the ERIC Database (RIE)?," "Journals Currently Covered by CIJE," and "Field Labels/Tags in Use by Online and CD-ROM System Vendors for the ERIC Database." (See list and order form, pages 43–44.)

For pricing information and a complete list of available indexes and search aids, contact the ERIC Processing and Reference Facility at 1–800–799–ERIC.

## *Additional Systemwide Publications*

*The ERIC Review*

This free journal provides education practitioners (especially teachers, professors, principals, and education students) with research and news. It announces important ERIC developments, new products and services, and presents recent research findings and critical trends and issues in education. To request a specific issue or to be added to the mailing list, call ACCESS ERIC at 1–800–LET–ERIC.

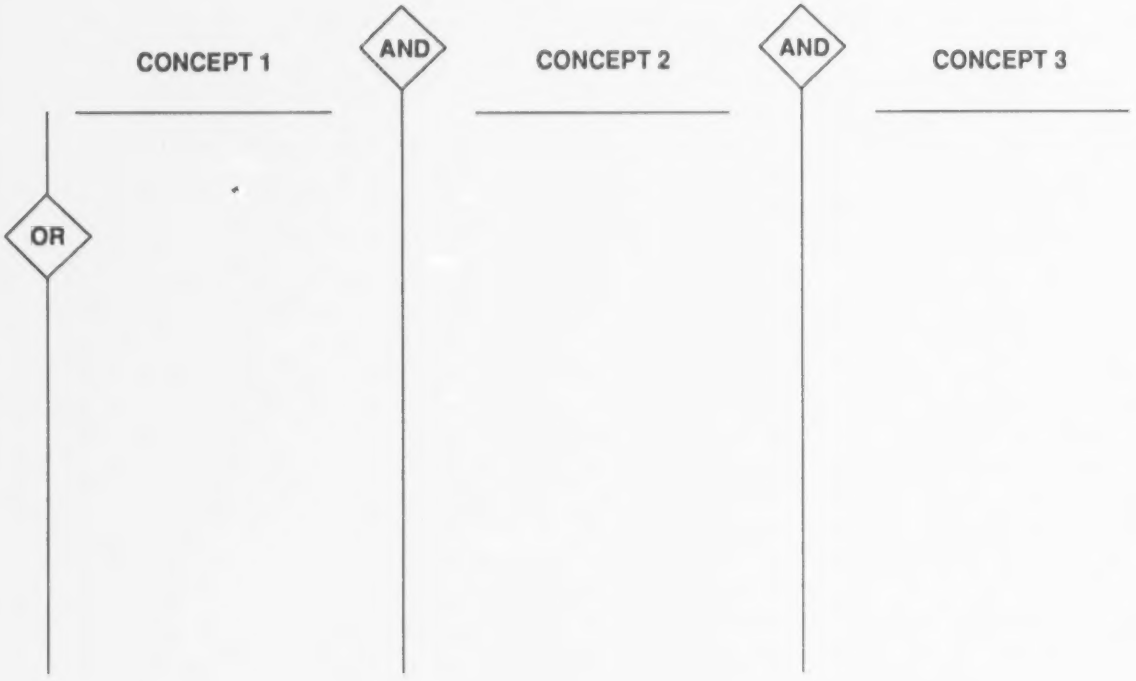
*A Pocket Guide to ERIC*

This free, handy reference guide briefly describes the ERIC system, its services and products, and their use. Bulk quantities are available for classroom, seminar, or conference use from ACCESS ERIC at 1–800–LET–ERIC.

# ERIC Search Worksheet

***TOPIC***

***CONCEPTS and ERIC DESCRIPTORS***




***ADDITIONAL LIMITATIONS***

(e.g., document types, educational level/age group, publication dates, etc.)

# Vendors of ERIC Online Services and CD-ROM Products

## Online Vendors

**Data-Star/Dialog**
Plaza Suite
114 Jermyn Street
London SW1Y 6HJ
Telephone: +44 71 930 7646
Fax: +44 71 930 2581

**Knight-Ridder Information, Inc.**
2440 El Camino Road
Mountain View, CA 94040
Toll Free: (800) 334–2564
Telephone: (415) 254–7000
Fax: (415) 254–8123

**OCLC (Online Computer Library Center)**
6565 Frantz Road
Dublin, OH 43017–0702
Toll Free: (800) 848–5878
Telephone: (614) 764–6000
Fax: (614) 764–6096

**Ovid Technologies**
333 Seventh Avenue, Fourth floor
New York, NY 10001
Toll Free: (800) 950–2035
Telephone: (212) 563–3006
Fax: (212) 563–3784

## CD-ROM Vendors

**EBSCO Publishers**
83 Pine Street
P.O. Box 2250
Peabody, MA 01960–7250
Toll Free: (800) 653–2726
Telephone: (508) 535–8500
Fax: (508) 535–8523

**ERIC Processing and Reference Facility**
1301 Piccard Drive, Suite 300
Rockville, MD 20850–4305
Toll Free: (800) 799–3742
Telephone: (301) 258–5500
Fax: (301) 948–3695

**Kline Publishing, Inc. (KPI)**
635 Zaqueros Avenue
Sunnyvale, CA 94086
Telephone: (408) 720–8321
Fax: (408) 522–9806

**Knight-Ridder Information, Inc.**
(address at left)

**National Information Services Corporation (NISC)**
Wyman Towers, Suite 6
3100 St. Paul Street
Baltimore, MD 21218
Telephone: (410) 243–0797
Fax: (410) 243–0982

**Oryx Press**
4041 North Central Avenue
Suite 700
Phoenix, AZ 85012–3397
Toll Free: (800) 279–ORYX (6799)
Telephone: (602) 265–2651
Fax: (800) 279–4663
(602) 265–6250

**SilverPlatter Information, Inc.**
100 River Ridge Drive
Norwood, MA 02062–5026
Toll Free: (800) 343–0064
Telephone: (617) 769–2599
Fax: (617) 769–8763

## ERIC-Sponsored Internet Sites

**ERIC Systemwide Site/ACCESS ERIC**
gopher: gopher.aspensys.com
URL: http://www.aspensys.com/eric/
NOTE: THE ERIC SYSTEMWIDE SITE INCLUDES LINKS TO ALL ERIC-SPONSORED SITES

**ERIC Clearinghouse on Adult, Career, and Vocational Education**
Gopher: *

**ERIC Clearinghouse on Assessment and Evaluation**
Gopher: gopher.cua.edu (Special Resources)
URL: http://www.cua.edu/www/eric_ae

**ERIC Clearinghouse on Community Colleges**
Gopher: *
URL: http://www.gse.ucla.edu/eric/eric.html

**ERIC Clearinghouse on Counseling and Student Services**
Gopher: *
URL: http://www.uncg.edu/~ericcas2

**ERIC Clearinghouse on Disabilities and Gifted Education**
Gopher:*
URL: http://www.cec.sped.org/ericec

**ERIC Clearinghouse on Educational Management**
URL: http://darkwing.uoregon.edu/~ericcem/home.html

**ERIC Clearinghouse on Elementary and Early Childhood Education**
Gopher: ericps.ed.uiuc.edu
URL: http://ericps.ed.uiuc.edu/ericeece.html

National Parent Information Network (NPIN)
NPIN gopher: ericps.ed.uiuc.edu, select the National Parent Information Network
NPIN URL: http://ericps.ed.uiuc.edu/npin/npinhome.html

**AskERIC-ERIC Clearinghouse on Information & Technology**
Gopher: gopher.ericir.syr.edu
URL: http://ericir.syr.edu

**ERIC Clearinghouse on Languages and Linguistics**
Gopher: *
URL: http://www.ericir.syr.edu/ericcll

**ERIC Clearinghouse on Reading, English, and Communications**
Gopher: gopher.indiana.edu:1067
URL: http://www.indiana.edu/~eric_rec

**ERIC Clearinghouse on Rural Education and Small Schools**
URL: http://www.ael.org/~eric/eric.html

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*This ERIC Component maintains resources on the AskERIC gopher site. To get there gopher to gopher.aspensys.com, select "ERIC Systemwide Gopher", then "ERIC Components", followed by "ERIC Components that Maintain Gophers."

**ERIC Clearinghouse for Science, Mathematics, and Environmental Education**
Gopher: gopher.ericse.ohio-state.edu
URL: http://www.ericse.ohio-state.edu

**ERIC Clearinghouse for Social Studies/Social Science Education**
URL: http://www.indiana.edu/~ssdc/eric-chess.html

**ERIC Clearinghouse on Teaching and Teacher Education**
Gopher: *
URL: http://www.ericsp.org

**ERIC Clearinghouse on Urban Education**
URL: http://eric-web.tc.columbia.edu

**Adjunct ERIC Clearinghouse on Art Education**
http://www.indiana.edu/~ssdc/art.html

**Adjunct ERIC Clearinghouse on Child Care**
URL: http://ericps.ed.uiuc.edu/nccic/nccichome.html

**Adjunct ERIC Clearinghouse on Clinical Schools**
Gopher: *

**Adjunct ERIC Clearinghouse for Consumer Education**
URL: http://www.emich.edu/public/coe/nice/nice.html

**Adjunct ERIC Clearinghouse on ESL Literacy Education**
Gopher: *
URL: http://www.cal.org/cal/html/ncle.htm

**Adjunct ERIC Clearinghouse on Entrepreneurship Education**
Gopher: *
URL: http://www.celcee.edu

**Adjunct ERIC Clearinghouse for United States-Japan Studies**
URL: http://www.indiana.edu/~japan

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Support Components:

**ACCESS ERIC**
(See ERIC Systemwide Site above)

**ERIC Document Reproduction Service**
Gopher: *
URL: http://edrs.com

**ERIC Processing and Reference Facility**
Gopher:*
URL: http://ericfac.piccard.csc.com

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*This ERIC Component maintains resources on the AskERIC gopher site. To get there gopher to gopher.aspensys.com, select "ERIC Systemwide Gopher", then "ERIC Components", followed by "ERIC Components that Maintain Gophers."

PROCESSING AND REFERENCE FACILITY
1301 PICCARD DRIVE, SUITE 300, ROCKVILLE, MARYLAND 20850-4305

*OPERATED FOR* THE U.S. DEPARTMENT OF EDUCATION *by* Computer Sciences Corporation

March 12, 1996

# Press Release

## ERIC Facility Offers ERIC on NISC DISC CD-ROM at New Low Prices

- ✓ CD-ROM access to full ERIC database
- ✓ Three search levels: Novice, Advanced, Expert
- ✓ Low, affordable, $100/yr. subscription price (quarterly updates)
- ✓ ERIC Digests (Approximately 1500) in full text
- ✓ ERIC *Thesaurus* (13th edition, 1995) included.
- ✓ Spanish language user interface available
- ✓ No extra charge for LAN/WAN use

The ERIC Facility is offering a new low-cost method of access to the ERIC bibliographic database via CD-ROM discs. This product is offered at an exceptionally low price designed to encourage widespread use of ERIC by individuals, and by institutions, and puts ERIC within the reach of all members of the educational community.

The ERIC Facility has arranged to sell the ERIC discs produced by the National Information Services Co. (NISC) at the special low price of $100 for a year's subscription to a Current disc. The NISC Current disc starts with 1980 and, therefore, contains all material from the last full decade (the 80s) plus the current decade (the 90s). An Archival disc covers the period 1966-1979 and may be purchased as part of an initial two-disc set, or separately, for an additional $25.00. The product is available in a version with a Spanish-language user interface. There is no extra charge for LAN/WAN use of the discs.

The NISC DISC is not an "official" ERIC disc. It has not been designed or commissioned or in any sense approved by ERIC. However, the NISC DISC is a robust product that is comparable to the other ERIC-on-CD-ROM products offered by other vendors. Hardware requirements are: (1) any DOS-capable, IBM-compatible computer (but 386-level or greater is recommended); (2) any CD-ROM drive; (3) color or monochrome monitor; (4) 150K RAM available (512K without extended memory).

The set of discs offered cover 1966 through the last full year. They contain the new ERIC *Thesaurus* (13th edition, 1995), the full text of approximately 1,500 ERIC Digests, and document prices based on the new ERIC Document Reproduction Service (EDRS) prices effective January 1, 1996.

The ERIC database was first offered on CD-ROM discs in 1986 by SilverPlatter, Inc. Subsequently, similar products were offered by DIALOG, EBSCO, National Information Services Corp. (NISC), and Oryx Press. Prices for a year's subscription to a quarterly updated current disc containing the last 12-15 years of the ERIC database have in the past typically ranged around $600-700, which tended to limit purchases to institutions.

**For further information, contact:** The ERIC Facility (address and telecommunication numbers in letterhead and at foot of page) or ERIC/CASS at 1-800/414-9769



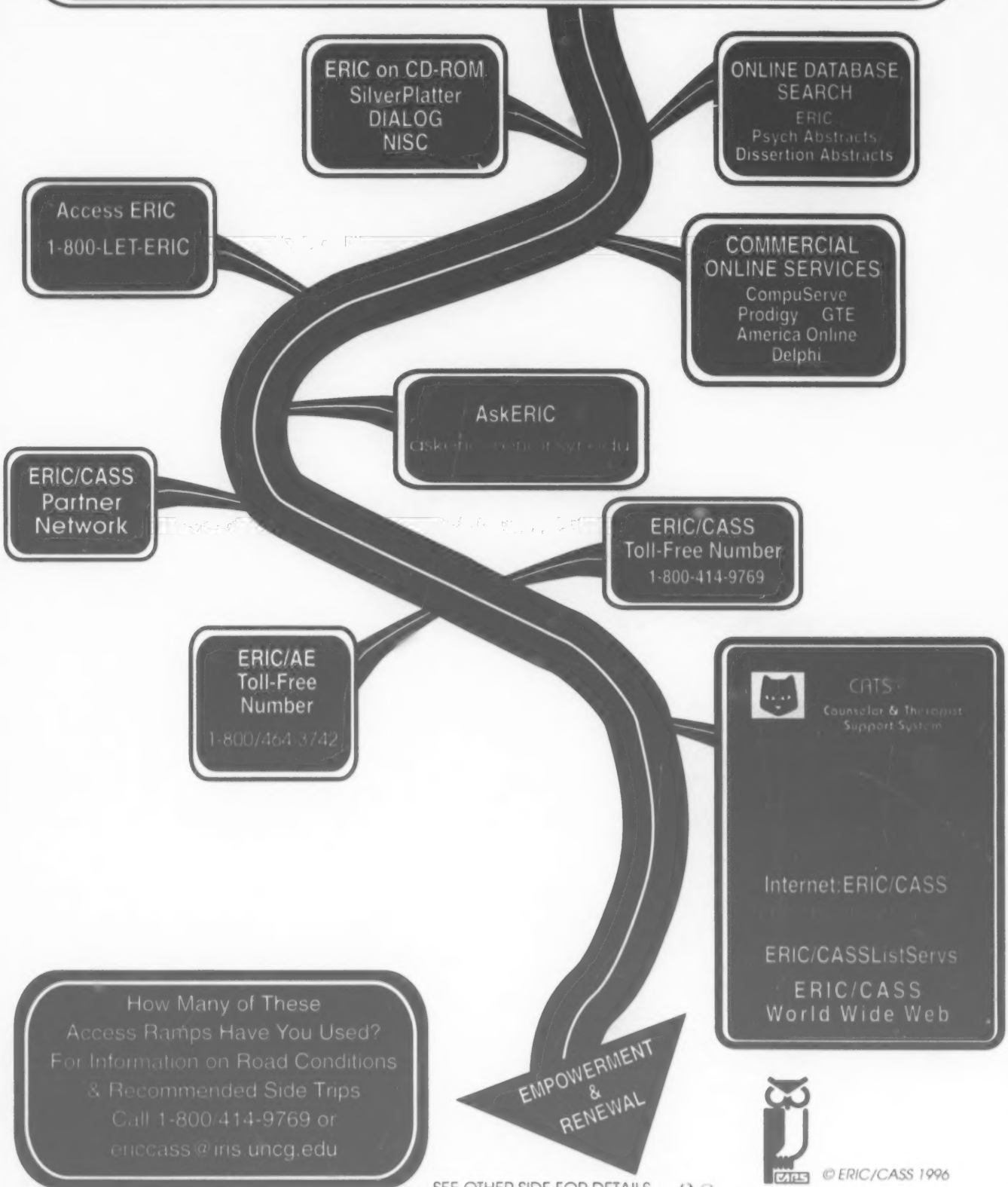
Telephone: 301-258-5500 Fax: 301-948-3695 800: 800-799-3742 Internet: ericfac@inet.ed.gov

# ERIC/CASS

**School of Education**
**101 Park Building**
**University of North Carolina at Greensboro**
**Greensboro, North Carolina 27412-5001**

**(800) 414-9769**
**Phone: (910) 334-4114**
**FAX: (910) 334-4116**
**e-mail: ericcas@iris.uncg.edu**

# On The Information Superhighway With ERIC/CASS

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## On the Road with ERIC/CASS
## COUNSELOR'S INFORMATION HIGHWAY

### ONLINE DATABASE SEARCH
Traditionally, online access to ERIC and other national databases has been available through several commercial vendors who offer sophisticated search capabilities. Because it requires training in the vendor's search language, this type of searching is usually performed by librarians and other information professionals. Online vendors include: BRS Information Technologies; Data-Star/ DIALOG Information Services; GTE Educational Network Services; and OCLC (Online Computer Library Center).

### ERIC on CD-ROM
In the mid-1980s, the vendors of the databases began to provide users with more direct access by putting the databases on CD-ROM. However, because of the expense of the hardware needed and the price of an annual subscription (>$1,000), individual users still needed to gain access via universities and libraries. An encouraging development: In 1994 Oryx Press (1-800-279-ORYX) announced the availability of CIJE on Disc for $199.00 per year; and NISC (410-243-0797) is expected to make the entire ERIC database available for approximately $100 per year early in 1995. Other CD-ROM vendors include: DIALOG (1-800-334-2564); EBSCO Publishers (1-800-653-2726); and SilverPlatter Information, Inc. (1-800-343-0064).

### COMMERCIAL ONLINE SERVICES
For individuals who do not have access to database search service or the Internet through their place of employment, one of the commercial services may be a viable alternative. Among the better known are America Online, Compuserve, and GTE Educational Network Services, all of which feature "AskERIC" information on current topics in education. Many also offer the capability of searching the ERIC database.

### Access ERIC
A component of the ERIC system that offers a central contact point for the entire system. Access ERIC disseminates general information about ERIC and responds to specific inquiries on its toll-free number (1-800-LET-ERIC).

### AskERIC
ERIC's first question-answering service offered through the Internet. Established by the ERIC Clearinghouse on Information and Technology, AskERIC now responds to thousands of online requests per week. To access AskERIC, simply send an e-mail message to AskERIC@ericir.syr.edu.
AskERIC also maintains a large gopher site for educational resources.

### ERIC/CASS Partner Network
The largest ERIC Partner network on the system, disseminates information to counseling and psychology professional associations and graduate training departments.

### ERIC/CASS Toll-Free Number
For direct access to the ERIC Clearinghouse on Counseling and Student Services, call 1-800-414-9769.

### ERIC/AE Toll-Free Number
For direct access to the ERIC Clearinghouse on Assessment and Evaluation, call 1-800-464-3742.

### Internet: ERIC/CASS
To contact ERIC/CASS via e-mail, send a message to ericcass@iris.uncg.edu.

### ERIC/CASS World Wide Web
This site contains a vast array of resources such as the full-text of all ERIC/CASS Digests and information on upcoming conferences, recent resources added to the ERIC database, professional association activities, new ERIC/CASS publications, etc. It also "hot links" numerous other useful websites such as the U. S. Department of Education, the National Association of School Psychologists, the National Board for Certified Counselors, the NationalCareer Development Association, etc.

### ERIC/CASS ListServs
A unique type of ListServ featuring a "topic of the month" moderated discussion forum with a subject-specialist guest host, ListServs for counselor educators, school psychologist trainers, and school counselors are under development. For full information on the NASP Listserv, use the address (http://www.uncg.edu/~ericcas2/nasp). ListServs for other groups will follow.


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# ERIC Counseling and Student Services Clearinghouse

*What is ERIC/CASS?*

Located around the country, ERIC Clearinghouses are responsible for acquiring, processing, and disseminating information about a particular aspect or subject area of education, such as the ERIC Counseling and Student Services aearinghouse (ERIC/CASS, formerly ERIC Counseling and Personnel Services, ERIC/CAPS) at the University of North Carolina at Greensboro.

The ERIC Counseling and Student Services aearinghouse (ERIC/CASS) was one of the original clearinghouses established in 1966 by Dr. Garry R. Walz at The University of Michigan and has been in continuous operation since that date. Its scope area includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development, as well as parent, student, and teacher education in the human services area. Topics covered by ERIC/CASS include: the training, supervision, and continuing professional development of counseling' student services, student development, and human services professionals; counseling theories, methods,, and practices; the roles of counselors, social workers, and psychologists in all educational settings at all educational levels; career planning and development; self-esteem and self-efficacy; marriage and family counseling; and mental health services to special populations such as substance abusers, pregnant teenagers, students at risk, public offenders, etc.

## *What can ERIC/CASS do for me?*

1. *We can help you find the information you need.*

   Whether we help you to use the print indexes, (RIE and CIJE), an on-line search service, or ERIC on CD-ROM, our expertise in retrieving information related to counseling and human services can help you locate a wealth of material related to your particular area of interest. You can learn more about ERIC/CASS services be telephoning CASS for further information.

2. *We can provide you with high quality, low-cost resources.*

   Ranging from two-page information digests to in-depth monographs and books of readings, ERIC/CASS publications have proved to be highly valuable resources that you can use for your own personal or professional development. CASS video has proved to be extremely well-received because of its focus on topics of high interest, its "realist" flavor, and its low cost.

## *Now do I contact ERIC/CASS?*


Address: ERIC Counseling and Student Services Clearinghouse
School of Education
University of North Carolina at Greensboro
Greensboro, NC 27412-5001

Phone: (919) 334-4114 Fax: (919) 334-4116
Website: http://www.uncg.edu/~ericcas2


ERIC/CASS exists to serve anyone who has a need to access information related to counseling and student services. We are funded by the U.S. Department of Education's Office of Educational Research and Improvement and the School of Education of the University of North Carolina at Greensboro. We encourage you to contact us with your questions and concerns. Our goal is to provide professional service and quality information to all users.

# The ERIC Information System

## *What is ERIC?*

ERIC (Educational Resources Information Center) is a national information system that provides ready access to an extensive body of education-related literature. Through its 16 subject-specific clearinghouses and four support components, ERIC provides a variety of services and products including acquiring and indexing documents and journal articles, producing publications, responding to requests, and distributing microfilmed materials to libraries nation-wide. In addition, ERIC maintains a database of over 800,000 citations to documents and journal articles.

## *Why is ERIC important?*

ERIC print or database products are available at over 3,000 locations world-wide as the most widely-used education database. Approximately 900 of these locations maintain complete microfiche collections of ERIC documents and provide search services for clients. ERIC is the most popular on-line database used in public libraries, the second-most popular in research and university libraries, and the third-most popular overall. On CD-ROM, ERIC is the most popular database in public libraries and information centers throughout the world. Above all, ERIC has committed itself to reaching audiences that include practitioner, policymakers, and parents.

## *How are information requests handled?*

Responses to information requests include:

- Send requested printed materials or answer questions (e.g., providing materials on exemplary programs or practices, instructional methods or curricular materials; explaining eclucation terms or "hot topics");
- Search the ERIC database or the reference and referral databases; and
- Refer the inquirer to other federal, national or local resource centers.

## *How do I learn more about ERIC?*

ACCESS ERIC is a toll-free service to keep clients informed of the wealth of education informal on offered by ERIC and other sources. ACCESS ERIC staff answer questions, refer callers to educational sources, provide infortnation about the ERIC network, and produce the free publications *A Pocket Guide to ERIC* and *All About ERIC*. The toll-free telephone number for ACCESS ERIC is 1-800 LET-ERIC.

Summarized from *Myths and Realities about ERIC* by Robert M. Stonehill, an ERIC Digest (EDO-IR-92) developed by the ERIC Clearinghouse on Information Resources at Syracuse University, Syracuse, NY, June 1992.

# DOCUMENT DELIVERY

## How To Get *DOCUMENTS* Announced By ERIC

Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC

***Current Index to Journals in Education* (CIJE)**

Announces journal articles

***Resources in Education* (RIE)**

Announces unpublished or limited distribution documents

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

### Documents (ED's)—Cited in RIE

There are three principal ways to obtain documents cited in ERIC's database:

- by ordering them from the ERIC Document Reproduction Service (EDRS);
- by finding the microfiche for the document in one of the many ERIC standing order microfiche collections located at major libraries around the country and the world;
- by ordering the document from its original source or other non-ERIC suppliers noted in the ERIC citation.

### EDRS

Most documents announced in RIE can be ordered inexpensively from EDRS in either microfiche ($1.23 per title) or reproduced paper copy ($3.53 per 25 pages), plus postage. If you want to receive all documents on microfiche in regular monthly shipments, you can subscribe for about $2,000 per year. Clearly identified orders are processed within 5 days. Orders can be placed via mail, telephone, FAX, or online vendor system. An EDRS order form can be found at the back of RIE. The EDRS address is: EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852. Telephone: 1-800-443-ERIC

### Standing Order Microfiche

Over 900 organizations, including most major universities, subscribe to ERIC's complete microfiche collection and are listed in the Directory of ERIC Information Service Providers (available from ACCESS ERIC), (800-LET-ERIC). Using the Directory, locate the ERIC microfiche collection geographically closest or most convenient to you. At most locations, you will be able to copy selected pages; at some locations you will be able to obtain a duplicate microfiche. This is probably the quickest way to view an ERIC document and has the advantage of permitting you to review a document before buying it.

### Original (Non-ERIC) Source

Some document preparers sell their product directly and, therefore, may not let ERIC reproduce it. About 5% of ERIC documents are available from their original sources (In addition to or in lieu of being available from EDRS). Full address and price information (when given) specifying such external availability is always in the ERIC citation.

# AN INVITATION TO SUBMIT DOCUMENTS TO ERIC/CASS

## *What is ERIC*

ERIC is the largest and most searched education database in the world with print or database products being distributed to over 3000 locations around the world. Each year nearly a half-million online searches of the ERIC database are conducted by over 100,000 users in 90 different countries. On CD-ROM, ERIC is the most popular database in public libraries and information centers. In addition, free access to all or part of the ERIC database through Internet is rapidly increasing.

## *What is ERIC/CASS*

ERIC/CASS is the ERIC Clearinghouse on Counseling and Student Services located at the University of North Carolina at Greensboro. One of sixteen subject-specific clearinghouses, ERIC/CASS is responsible for acquiring, processing, and disseminating information about counseling, psychology, and social work as it relates to education at all levels and in all settings.

## *Advantages of Having a Document in ERIC*

- *World-Wide Visibility*
- *Free Reproduction/Distribution*
- *Free Publicity/Marketing*
- *Timely Dissemination of Your Publication*
- *Opportunity to Disseminate Your Work in a Variety of Formats*
- *Recognition as a Refereed Publication*
- *Assurance That Your Publication Will Always Be Available*
- *Ease of Submission*
- *Freedom to Publish Elsewhere*

## *Selection Criteria Employed by ERIC*

*Quality of Content*

All documents received are evaluated by subject experts against the following kinds of quality criteria: contribution to knowledge, significance, relevance, newness, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, comprehensiveness.

*Legibility and Reproducibility*

Documents may be typeset, typewritten, xeroxed, or otherwise duplicated. They must be legible and easily readable. Letters should be clearly formed and with sufficient contrast to the paper background to permit filming. Colored inks and colored papers can create serious reproduction problems. Standard 8 1/2" x 11" size pages are preferred. Two copies are desired, if possible: one for processing into the system and eventual filming, one for retention and possible use by the appropriate Clearinghouse while processing is going on. However, single copies are acceptable.

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For each document accepted, ERIC must obtain a formal signed Reproduction Release form indicating whether or not ERIC may reproduce the document. A copy of the Release Form is included in this packet. Additional Release forms may be copied as needed or obtained from the ERIC Facility or any ERIC Clearinghouse. Items that are accepted, and for which permission to reproduce has been granted, will be made available in microfiche only (Level 2), or microfiche and reproduced paper copy (Level 1) by the ERIC Document Reproduction Service (EDRS). The Release form must be signed by the author or, if copyrighted, by the person or organization holding the copyright.

### *Appropriate Kinds of Documents to Send ERIC*

ERIC would like to be given the opportunity to examine virtually any document dealing with education or its aspects. Examples of the kinds of materials collected include:

- Research Reports/Technical Reports
- Program/Project Descriptions and Evaluations
- Opinion Papers, Essays, Position Papers
- Monographs, Treatises
- Speeches and Presentations
- State of the Art Studies
- Instructional Materials and Syllabi
- Teaching and Resource Guides
- Manuals and Handbooks
- Curriculum Materials
- Conference Papers
- Bibliographies, Annotated Bibliographies
- Legislation and Regulations
- Tests, Questionnaires, Measurement Devices
- Statistical Compilations
- Taxonomies and Classifications
- Dissertations

A document does not have to be formally published to be entered into the ERIC database. In fact, ERIC will not accept material that has been published elsewhere (e.g. journal articles, book chapters, etc.) and is readily available through public or university libraries. Rather, ERIC seeks out the unpublished or "fugitive" material *not* usually available through conventional library channels.

### *Where to Send Documents*

If you and/or your organization have papers or materials that meet the above criteria and you would like to submit them for possible inclusion in ERIC's Resources in Education, please send two copies and a signed Reproduction Release form for each to:

ERIC/CASS Acquisitions
School of Education
101 Park Building
University of North Carolina at Greensboro
Greensboro, NC 27412-5001

# *Advantages of Having a Document in ERIC*

*World-Wide Visibility*

ERIC is the largest and most searched education database in the world with print or database products being distributed to over 3000 locations around the world. Each year nearly a half-million online searches of the ERIC database are conducted by over 100,000 users in 90 different countries. On CD-ROM, ERIC is quite "user-friendly" and is the most popular database in public libraries and information centers. In addition, free access to all or part of the ERIC database through Internet is rapidly increasing.

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If you check the Level 1 box on the Reproduction Release form (permitting microfiche-paper copy, electronic, and optical media reproduction), the ERIC Document Reproduction Service (EDRS) will make your document available to users at no cost to you. This can mean considerable savings to you in time, postage, and copy costs if, for example, you have presented a paper at a professional conference and receive numerous requests for reprints.

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*Early Dissemination of Your Publication*

Unlike the long delay you experience when you submit articles to journals and manuscripts to book publishers, the usual turnaround time for documents accepted for RIE is four to six months from the time the Clearinghouse receives your document.

*Opportunity to Disseminate Your Work in a Variety of Formats*

Many of the documents you produce in your professional career, e.g., program descriptions, program evaluation reports, teacher guides, student handbooks, etc., are not in a form acceptable for journal publication and may not be considered "profitable" enough for a commercial publisher to handle. Still, the information contained in these documents could be of invaluable help to someone else who is working on similar projects or ideas. ERIC provides the opportunity to share your work with others without "re-packaging it."

*Recognition as a Refereed Publication*

Documents submitted to a Clearinghouse are first reviewed for educational relevance, then for relevance to the scope of that Clearinghouse. Out-of-scope documents are transferred to the appropriate Clearinghouse for review and in-scope documents are submitted to the Clearinghouse's RIE Selection Committee. This committee, which is composed of both ERIC technical specialists and subject matter experts, reviews each document according to the criteria specified in this flyer. At the present time, approximately 32 percent of the documents submitted are rejected.

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While the Reproduction Release gives ERIC permission to abstract, index, and reproduce your work, no copyright is involved—you remain free to submit your work to any journal or publisher.

*This information sheet was prepared by the ERIC Clearinghouse on Counseling and Student Services at the University of North Carolina at Greensboro. If you would have questions or would like further information, please contact us at ERIC/CASS, School of Education, 101 Park Building, UNCG, Greensboro, NC, 27412. Phone: (910) 334-4114 or 1-800-414-9769.*

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**101 Park Building, UNCG**
**Greensboro, NC 27412-5001**

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**Toll Free: 800-414-9769**
**FAX: 910-334-4116**
**e-mail: ericcas2@dewey.uncg.edu**
**Website: http://www.uncg.edu/~ericcas2**

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Laurel, Maryland 20707-3598

Telephone: 301-497-4080
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e-mail: ericfac@inet.ed.gov
Website: http://ericfac.piccard.csc.com

# NETWORK WITH ERIC/CASS!

On a regular basis ERIC/CASS disseminates information about important topics to members of special interest and professional focus networks. Among the items distributed are newsletters, announcements of new products and resources, ERIC Digests, new releases, workshop and conference information, and updates on new developments in ERIC and information technology. If you are interested in becoming an ERIC/CASS Networker, please complete this form.

Name:

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Phone Numbers:
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_ High School
_ K-12/District Office
_ Intermediate School Dist.
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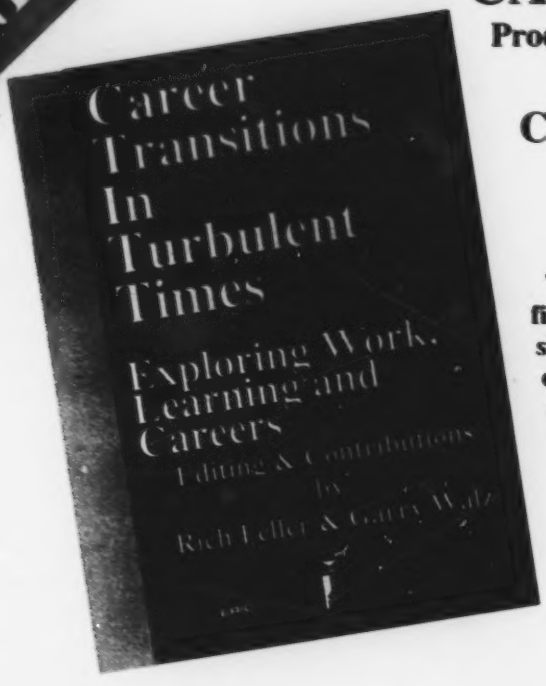
# Useful Resources

NEW

# THE ULTIMATE RESOURCE IN CAREER DEVELOPMENT!!

**Produced in collaboration with the National Career Development Association**


Career Transitions In Turbulent Times
Exploring Work, Learning and Careers
Editing & Contributions by
Rich Feller & Garry Walz

## Career Transitions in Turbulent Times

### Exploring Work, Learning and Careers

**Rich Feller & Garry Walz**

1996, 557 pages

**This unique monograph offers the compelling insights of over fifty knowledgeable authors. In forty seven chapters, they share with the reader important milestones in career development. Particularly noteworthy is the attention devoted to highlighting important new trends and innovations which will shape the future of career development programs and practices for years to come.**

**The book is divided into six major areas with each area drawing upon the expertise of persons highly knowledgeable in their perception of what is needed and what we currently enjoy. The six areas and the authors in each area are:**

**Foundations Revisited**

Henry Borow, Norman Gysbers, Sunny Hansen, Esther Matthews, Carl McDaniels, John McFadden, John Krumboltz, Samuel Osipow, Anna Ranieri, Lee Richmond, Larry Osborne, Nancy Schlossberg, Anna Miller-Tiedeman, David Tiedeman

**Turbulence in Career Development: What Changes are Occurring in Career Development & Why**

William Charland, Cal Crow, Rich Feller, Tom Harrington, Kenneth Hoyt, Frank Jarlett, Richard Knowdell, Juliette Lester, Rodney Lowman, George Ritzer, Jane Walter, A.G. Watts

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Judith Ettinger, Frederic Hudson, Frederick Leong, Marian Stoltz-Loike, Edwin Herr, Diane Kjos, Alice Potter

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**A Summing Up and a Leap To the Future**

Garry Walz, Rich Feller

**Plus a Special Resources Section!!**

9710

# Career Transitions in Turbulent Times
## Exploring Work, Learning and Careers

Editing & Contributions by Rich Feller and Garry Walz

Seldom has one book been able to capture the thinking and recommendations of such a knowledgeable group of writers. Whether career specialist, educator or researcher, the contents of this monograph will surely prove valuable now and for some time to come.

### What Purchasers are Saying:

**Introduced at the ACA Convention in Pittsburg in April, 1996, the monograph won instant acclaim. Here is a sampling of the comments made by enthusiastic purchasers at the ERIC/CASS convention booth:**

- ***Just what I've needed for my career development class—highly interesting, very comprehensive and comparatively low-priced!***
- ***I'm calling my bookstore now to make it a requirement for my course—even though I authored another book!***
- ***I can't believe how comprehensive and current it is. It covers all the new topics I've previously had to scramble to find resources on.***
- ***This is just what we needed—broad coverage, focused on implementation and looking forward not backwards.***
- ***A winner! I know my students will read and enjoy this. It speaks to things they're interested in!***

---

Please send me ___ copies of *Career Transitions in Turbulent Times: Exploring Work, Learning and Careers* at $29.95 each for a subtotal of $_____ plus shipping and handling (see below) of $ _____ and 6% or 4% sales tax (if applicable) of $ _____ for a total of $_____ .

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# Exemplary Career Development Programs & Practices

## The Best from Canada

Produced by ERIC/CASS in collaboration with the Canadian Guidance and Counselling Foundation

**EDITED BY**
**Dr. Bryan Hiebert**

# EXEMPLARY CAREER DEVELOPMENT PROGRAMS & PRACTICES: THE BEST FROM CANADA

This "First of its Kind" publication highlights the tremendous activity in research and development focused on career development which is occurring across Canada. Spurred on by the leadership of the Canadian Guidance and Counselling Foundation and the CAMCRY project to create viable career development resources, a remarkable quantity of high quality materials have been developed. So impressive have been the resulting products of this national initiative in career development, that ERIC/CASS has devoted an entire digest collection to the Canadian initiative in career development.

Forty-eight substantive digests are dispersed between nine major topics with a tenth devoted to an introduction by ERIC/CASS Director, Garry R. Walz.

The nine topics are as follows:

- National Canadian Initiatives in Career Counseling
- Career Counseling With Specific Populations
- Career Education in Schools
- Approaches to Career Counseling
- Career Counseling Methods and Techniques
- Delivery of Career Counseling Services
- Evaluation of Career Counseling
- Issues Needing to be addressed in Career Counseling
- Summary Comments

Two additional sections contribute greatly to the utility of the publication. The first section is devoted to ERIC data base searches on each of the nine special topics and include both relevant journal and document entries.

The second special section, *Using and Contributing to ERIC*, is designed to help all users of the publication in being more effective users of the total ERIC system plus learn how they can write and contribute to ERIC as well— both very useful learnings in their own right.

The uses for this digest collection are limitless. It is as useful for the practitioner as for the scholar or educator; and will prove invaluable as a general reference guide or source for information on specific questions.

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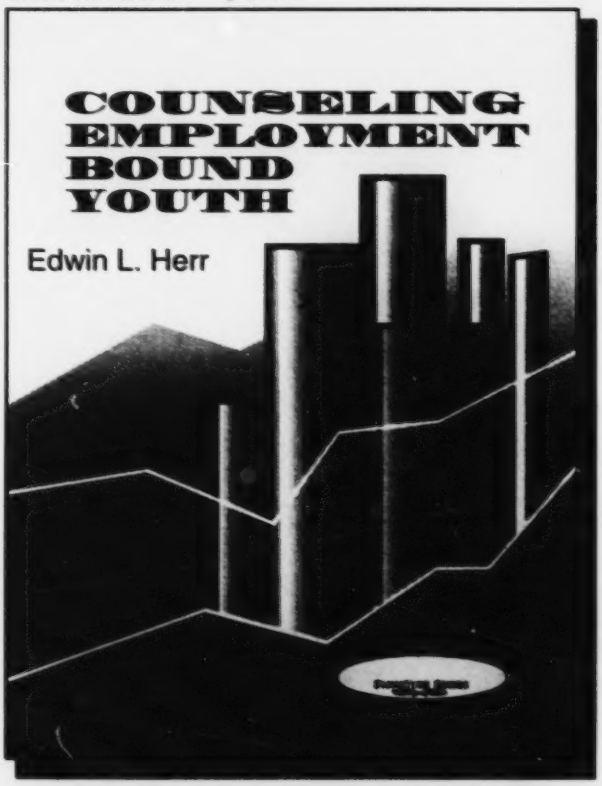


# Counseling Employment Bound Youth

**Edwin L. Herr Ed.D.**

Distinguished Professor of Education and Associate Dean
for Academic Programs and Research
The Pennsylvania State University

At long last, we have the monograph which so many persons have needed and sought out for such a long period of time—*Counseling Employment-Bound Youth*. Employment bound youth, a large and vital segment of our population (20 million plus) and future labor force, have been largely ignored in the literature on careers and on counseling and guidance. This neglect has clearly been to the great detriment not only of the young people themselves but to our country's vitality and competitiveness in the rapidly expanding global economy.

In seven vital and compelling chapters, Dr. Herr covers the topics which make this monograph both a thought piece and a practical handbook. The basic topics covered are:

- *Employment-bound youth: Diversity in characteristics, opportunities and support*
- *The emerging economic investment for employment-bound youth*
- *Career development for employment-bound youth in schools*
- *The school-to-work transition for employment-bound youth*
- *Career counseling for employment-bound youth*
- *The counselor and related career interventions*
- *Epilogue—Challenges to and the future of career counseling and guidance*

In masterful writing that offers a broad and comprehensive overview of the challenges faced as well as specific recommendations for how school, business, and communities can and should respond, Dr. Herr has produced a thoughtful yet eminently practical book. This compelling monograph is directed towards counselors, career specialists, teachers, administrators, policy makers and community members who are desirous of providing practical assistance to employment bound youth.

***"This is the most comprehensive and best researched publication on career development in existence! It is a landmark publication for counseling and career development. Both educators and practitioners will find it eminently useful and applicable to what they do."***

Kenneth Hoyt
Distinguished Professor of Education
Kansas State University

***" Ed Herr is our pre-eminent writer on career development today. In this masterful book, he provides a comprehensive and detailed look at the needs of the employment bound and how counselors and career specialists can help them. I strongly recommend this book to anyone who is interested in the school-to-work transition and employment bound youth."***

Norman C. Gysbers
Professor
University of Missouri

CONTENTS OF

# Counseling Employment Bound Youth


- Employment-bound youth: Diversity in characteristics, opportunities and support
- The emerging economic investment for employment-bound youth
- Career development for employment-bound youth in schools
- The school-to-work transition for employment-bound youth
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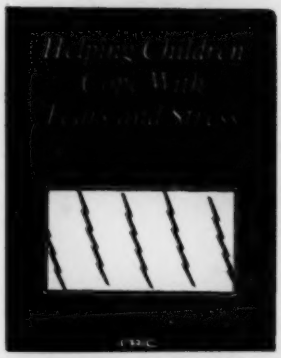
# *Two Outstanding Monographs* for Assisting Students in Coping with Fears, Stress, and Crises



**Helping Children Cope With Fears and Stress**

Part 1: Discussion and Activties
Part 2: Facilitator's Guide

***Edward H. Robinson, Joseph C. Rotter, Mary Ann Fey, and Kenneth R. Vogel***

Although learning to deal with stressors is a normal part of growing up, many children develop inadequate or inappropriate coping strategies. Researchers have linked this inability to cope appropriately to the increasing rate of teen and pre-teen suicide, substance abuse, teen pregnancy, and academic failure. Because the consequences of fears and stress are potentially so serious, counselors, teachers, and all educators must be cognizant of the signs of fears and stress among young students, and they must become aware as well of activities and strategies that alleviate or prevent their deleterious effects. This volume includes:

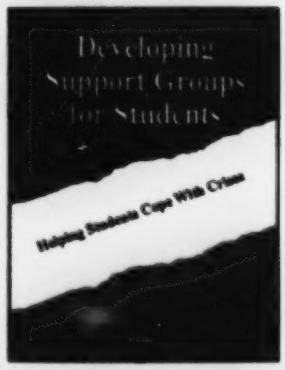
- **a concise overview of children's fears and stress**
- **47 activities and strategies for individual and group counseling interventions or for easy integration into the K-8 curriculum**
- **a facilitator's guide detailing an eight-session workshop for training teachers and counselors on how to help children cope with fears and stress**

*178 Pages* Item No. EC188 $16.95

***An ERIC/CASS Publication***

**Developing Support Groups for Students: Helping Students Cope With Crises**

***Garry R. Walz and Jeanne C. Bleuer, Editors***




Students of all ages experience directly or indirectly the trauma and stress associated with crime and violence, drug and alcohol abuse, and family disruptions brought about by divorce and parental joblessness. Other events such as the 1991 Persian Gulf war, earthquakes and hurricanes can cause added stress. Developed at the request of the U.S. Department of Education, this volume includes six information-packed modules offering clear instructions for how to utilize the proven power of student support gorups to assist students in developing well-balanced and emotionally stable personalities.

**Module 1:** **Helping Students Cope With Fears and Crises**
**Module 2:** **Programs and Practices for Helping Students Cope with Fears and Crises**
**Module 3:** **Developing and Offering Student Self-Help Support Groups**
**Module 4:** **Designing and Implementing Student Support Programs**
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**Module 6:** **Sources for Assistance and Consultation**

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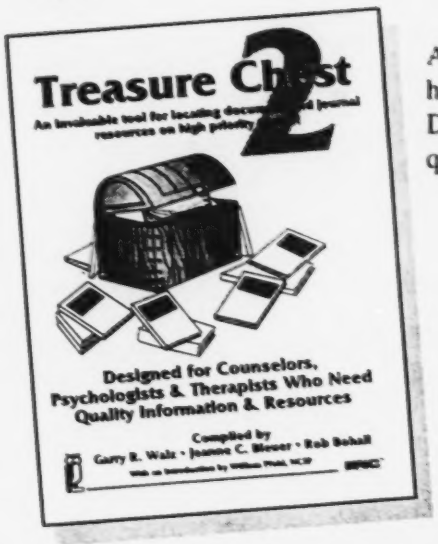
# Treasure Chest 2


Treasure Chest 2
Designed for Counselors, Psychologists & Therapists Who Need Quality Information & Resources
Compiled by
Garry R. Walz • Jeanne C. Bleuer • Rob Bohall

**Garry Walz, Jeanne Bleuer and Rob Bohall**

An invaluable tool for locating document and journal resources on high priority topics.

Designed for counselors, psychologists and therapists who need quality information and resources.

- Indexes over 82 high priority topics in counseling
- Provides abstracts of relevant ERIC documents and journals entrees for each topic
- Offers practical suggestions on how to use and contribute to ERIC
- Provides many pertinent ERIC digests which offer expert analysis on a topic and suggests practical and effective interventions
- Provides information on relevant World Wide Web sites with specific information on how to access them
- Updated biannually

**This revised and expanded edition of the popular and extensively used first edition will prove its worth again and again—as a one-stop information resource; as a quick guide to the "newest and best" in counseling information; and as your first step in becoming informed on a new topic.**

*Few reference books cover the breadth of topics that Treasure Chest 2 does. I think you will find this reference to be the one you always wished you had!*

William Pfohl
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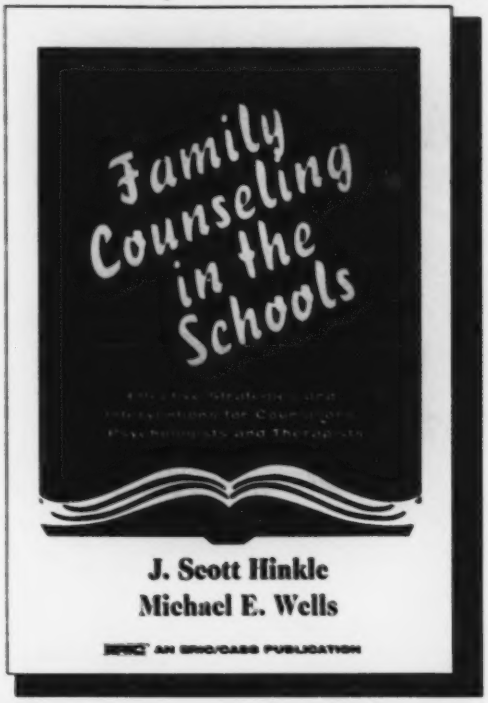


# Family Counseling in the Schools

**by J. Scott Hinkle & Michael Wells**

This ground-breaking monograph combines a sound theoretical orientation with eminently practical approaches for offering family counseling in school settings. Written by two knowledgeable and experienced counselors, this monograph will be equally useful to persons new to family counseling or experienced family therapists. All readers will benefit from the large number of innovative and highly useful interventions and family counseling techniques which it presents.

- ***"This book is unique in the amount of help it offers counselors who want to do family counseling"***
- ***"A gold mine of useful approaches and techniques"***
- ***"The authors are clearly experts in family counseling with a great deal to offer all of us."***

Among the exciting and useful areas covered in this book are:

- A Systems Perspective in the Schools
- Systems Theory and School Counseling
- Training in Family Counseling for School Counselors
- Additional Family Counseling Approaches in the Schools
- Family Counseling Technique in the Schools
- Family Assessment and the School Environment
- Special Clinical Issues in the Schools: Abuse, Anorexia, Substance Abuse, Attention Deficit/ Hyperactivity Disorder, and Antisocial Behavior
- Issues of Divorce and Marital Conflict
- A Family Approach to School and Community Crisis Management
- Case Contributions from School Counseling Professionals
- Appendix : Suggested Reading List in Family Counseling for School Counselors

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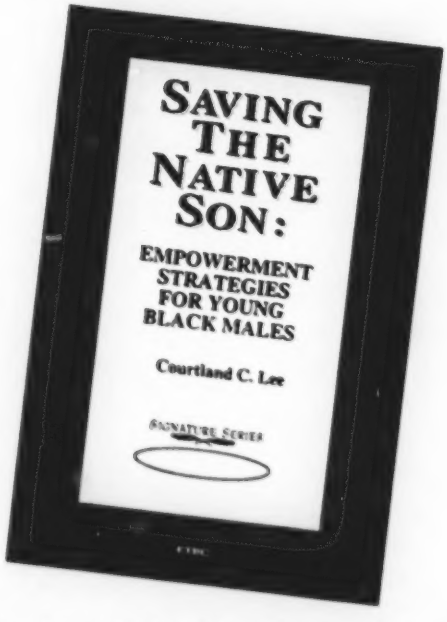
# NEW! Saving the Native Son: Empowerment Strategies for Young Black Males

**by Courtland C. Lee**

**In this greatly expanded and revised edition of the highly acclaimed earlier publication on *Empowering Young Black Males*, Dr. Lee has provided a monograph which is both comprehensive in its coverage (from grades 3 through adolescence) and brimming with practical ideas and interventions. It is a highly thoughtful and probing account of the needs and challenges facing Black youth. It also provides action packed training modules which are unique in the breadth and depth of the activities which they offer. An idea of the richness of the contents can be readily seen by a review of the chapter headings:**

- ***The Black Male in Contemporary Society: Social and Educational Challenges***
- ***The Psychosocial Development of Black Males: Issues and Impediments***
- ***African/American-American Culture: Its Role in the Development of Black Male Youth***
- ***"The Young Lions": An Educational Empowerment Program for Black Males in Grades 3-6***
- ***"Black Manhood Training": An Empowerment Program for Adolescent Black Males***
- ***Tapping the Power of Respected Elders: Ensuring Male Roles Modeling for Black Male Youth***
- ***Educational Advocacy for Black Male Students***
- ***"S.O.N.S.": Empowerment Strategies for African American Parents***
- ***White Men Can't Jump," But Can They be Helpful?***
- ***"The Malcolm X Principle": Self-Help for Young Black Males***
- ***A Call to Action: A Comprehensive Approach to Empowering Young Black Males***




**Counselors, psychologists, social workers, therapists and teachers will find this an immensely rewarding monograph to read and a highly useful resource for responding to the plight of young Black males. This monograph can be the start of a constructive and effective program for young Black males**

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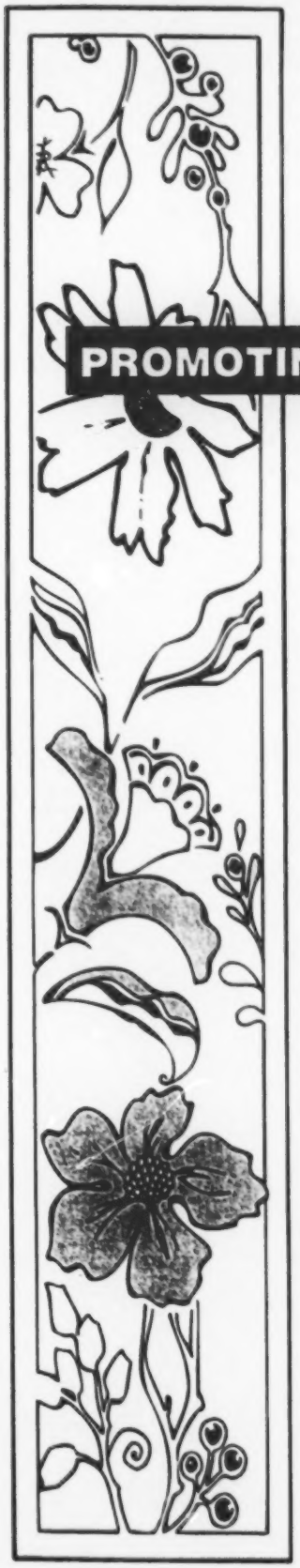
**Bloom on the Move!**

Effective August 25, 1996, John Bloom can be found at Butler University, Room 246, Jordan Hall (Box 46), 4600 Sunset Avenue, Indianapolis, Indiana 46208-3485 where he will be Coordinator of the Master's Degree Program in School Counseling.

The School Counseling Program phone number is (317)940-9490. The College of Education FAX number is (317)940-6481 and the e-mail address will be JBloom@butler.edu.



## WHAT IS NBCC?

The National Board for Certified Counselors (NBCC), an independent not-for-profit organization, is recognized as one of the premier credentialing organizations. It was incorporated in 1982 to establish and monitor a national certification system, to identify for professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a directory of those counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE). NBCC is accredited by the National Commission for Certifying Agencies (NCCA).

# PROMOTING QUALITY THROUGH CERTIFICATION

## IS CERTIFICATION FOR YOU?

Certification can be a continuing source of pride and career enhancement for you as a counseling professional. Be part of an organization that:

- Promotes counselors' professional identity, visibility, and accountability on a national level.
- Identifies those counselors who have met national professional counseling standards to the profession and the public.
- Advances cooperation among professional organizations and other credentialing and professional development agencies.
- Encourages professional growth and development of counselors.

## REQUIREMENTS FOR NATIONAL COUNSELOR CERTIFICATION (NCC/GENERAL PRACTICE)

- Hold a Master's Degree in Counseling from a regionally accredited university.
- Document graduate coursework in counseling — 48 semester or 72 quarter hours — plus two academic terms of supervised field experience in a counseling setting.
- Document two years of post-master's counseling experience with 3,000 client contact hours and 100 hours of supervision.
- Provide two professional reference assessments — one being from a recent supervisor.
- Pass the National Counselor Examination for Licensure and Certification (NCE).

## SPECIALTY CERTIFICATIONS

NBCC offers specialty certification in several areas. Certification attests to the educational background, knowledge, skills, and competencies of the specialist certified. The NCC is a requirement for specialty certifications.

- **National Certified Career Counselor (NCCC)**
- **National Certified Gerontological Counselor (NCGC)**
- **National Certified School Counselor (NCSC)**
- **Certified Clinical Mental Health Counselor (CCMHC)**
- **Master Addictions Counselor (MAC)**

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